DOCUMENT RESUME

ED 317 512 SP 032 117

TITLE	Health, Safety. Grades 3-5.
INSTITUTION	Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE	89
NOTE	371p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Course Objectives; *Curriculum Development; Curriculum Guides; Elementary Education; Grade 3; Grade 4; Grade 5; *Health Education; *Learning Strategies; *Safety Education
IDENTIFIERS	Fort Worth Independent School District TX

ABSTRACT

This curriculum guide is designed to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The document includes a statement of philosophy and broad goals and objectives. Scope and sequence charts display the core content of the courses and indicate how this content develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. The guide includes bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

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GRADES
3-5

- **HEALTH**
- **SAFETY**

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FORT WORTH, TEXAS
1989

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GRADES
3-5

- HEALTH
- SAFETY

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Board of Education

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R Roberts

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
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Nancy Timmons, Director
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August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

This document was prepared through the efforts of many individuals who devoted valuable time to planning, critiquing, and revising its components. The curriculum writing team was composed of local educators from all grade levels who met periodically over the last several months to coordinate and integrate their individual efforts. Their devotion to the task deserves special appreciation. Members of the writing team are as follows:

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HEALTH EDUCATION
GRADES PK-12

PHILOSOPHY

Health education today has progressed from a program which focused primarily on anatomy and hygiene to one which focuses on wellness--the optimal level of health to which an individual can aspire. Students in the health education program are provided an opportunity at all grade levels to take responsibility for their own health. The program helps students to make positive, informed, and accurate decisions on matters important to their well-being.

Current facts in the following areas of health education are offered at all levels: mental health, family and social health, physical growth and development, nutrition, exercise and fitness, drugs, communicable and non-communicable diseases, and consumer and environmental health. The concepts presented within each area allow for individual differences at each grade level while providing for continuity throughout all grades.

In the early grades students concentrate on self-awareness, developing positive attitudes and behaviors, and making healthy decisions. In the middle grades students are provided more opportunities to develop self-esteem and to learn to cope with the problems of becoming adolescents. Students in the higher grades learn to use problem-solving techniques to develop a healthy self-concept, to make responsible decisions, and to practice life management skills that could afford them a long and healthy life.

HEALTH EDUCATION
GRADES PK-12

RATIONALE

The purpose of this guide is to provide teachers a tool for planning instruction in health education based on Texas Education Agency essential elements and Fort Worth Independent School District goals and objectives. This publication is not designed to be a restrictive document; rather, it should assist teachers in guiding students to learn to make discriminating decisions in matters relating to health, to live healthfully, and to support family and community health programs. The guide should assist teachers in planning and delivering instruction which will promote mastery of a common core curriculum by all students and, at the same time, provide for curricular differentiation to meet the needs of special populations.

GOALS

1. The learner will apply concepts and skills that foster individual personal health and safety.
2. The learner will apply health-related concepts and skills that involve interaction between individuals.
3. The learner will apply health-related concepts and skills that affect the well-being of people collectively.

SCOPE AND SEQUENCE--HEALTH PK-5

Gr.	Personal Health	Mental and Social Health	Environmental and Community Health	Physical Fitness	Nutrition
PK-K	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Chilldhood Scope and Sequence	See Early Childhood Scope and Sequence
1	Tells how bones, muscles, and joints affect posture Establishes daily health care routine (eyes, ears, and teeth)	Demonstrates respect for self and others Exhibits positive attitude toward self and others	Explains "environment" and "pollution" Recognizes causes and effects of pollution	Identifies fitness activities Relates muscle growth to fitness	Explains need for food variety Explores sensory characteristics of food
2	Explains how physical activity contributes to posture Participates in healthful activities Differentiates among health professionals	Identifies various emotional states Recognizes consequences of own behavior Identifies situations that demand decisions	Identifies media advertisers Points out ways society helps the handicapped Identifies health services that protect the environment	Identifies fitness activities Identifies ways to maintain fitness	Relates dietary fads to advertisement Explains relationship between nutrition and healthy teeth Identifies effects of food habits on general health
3	Demonstrates correct posture Practices daily personal health care Relates consumer buying to personal health care procedures	Describes various personal emotions Recognizes effects of feelings on self and others Recognizes the importance of a healthy body	Identifies community health services Lists causes of pollution • water • land • air	Compares physically active and sedentary bodies Describes benefits of fitness Establishes daily fitness routines	Classifies food groups Relates nutrition to healthful snacks Relates food choices to personal health
4	Develops list of daily health care habits Explains need for health care during childhood	Identifies positive ways of expressing emotions Differentiates between appropriate and inappropriate ways to express emotions	Distinguishes between individuals and agencies who provide health services Lists causes of noise, air, and water pollution Relates pollution control to disease prevention	Describes effects of vigorous exercise on body systems • circulatory • respiratory Relates physical activities to fitness	Identifies basic nutrients Develops balanced meal plans Describes energy needs in terms of calories
5	Identifies oral disorders Describes common hearing and vision problems Relates use of consumer products to personal health care	Distinguishes between responsible and irresponsible behavior Identifies various ways to build trust Gives examples of risk-taking behavior	Differentiates between natural and man-made disasters Describes effects of pollution on health (physical, mental, social) Identifies personal responsibilities for protecting environment	Describes factors involved in physical and mental fatigue Describes benefits of aerobic and anaerobic exercise Identifies functions of the cardiorespiratory system	Identifies sources of key nutrients Relates disease prevention to good nutrition Distinguishes between natural and artificial items on food labels Evaluates a menu

SCOPE AND SEQUENCE--HEALTH PK-5

Diseases	Growth and Development	Safety and First Aid	Drugs	Gr.
See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	PK-K
Recognizes relationship between germs and disease Identifies role of immunizations in disease prevention	Recognizes personal growth data • age • height • weight Names basic body systems Identifies five senses	Executes school emergency drills Distinguishes between safe and unsafe behavior (home, school) Explains how and when to use emergency phone numbers Identifies safety hazards (home, school)	Names harmful drugs Explains why illegal drugs are wrong and harmful Distinguishes between drugs and nondrugs Identifies safe use of drugs	1
Defines communicable disease Identifies common communicable diseases Recognizes common causes of communicable diseases Identifies personal health habits that help prevent disease	Examines skin characteristics Identifies major physical growth factors (climate, personal habits, diet) Names internal body systems	Identifies dangerous behaviors (pedestrian, bicycle) Demonstates proper care of minor injuries Recognizes need for help for illness or injury Explains role of school safety patrol	Recognizes benefits and limitations of medicines Recognizes wrong and harmful use of illegal drugs Lists reasons why people use drugs	2
Distinguishes between communicable and noncommunicable diseases Identifies major causes of communicable diseases Identifies methods of preventing disease Relates disease to wellness lifestyle	Compares physical characteristics of various cultures Applies concepts of cells to body systems • skeletal • muscular • nervous	Identifies dangerous behaviors (pedestrian, bicycle) Identifies helpful street signs Demonstrates knowledge of basic first aid procedures Describes methods of accident prevention (home, school, community)	Describes wrong and harmful use of illegal drugs Lists outcomes of illegal drug use Explains how a medicine can be both helpful and harmful	3
Identifies symptoms and treatment of common cold Identifies factors which promote the spread of diseases Describes treatment and prevention of diseases (communicable, noncommunicable)	Explains individual growth rate Explains importance of digestive and endocrine systems Identifies anatomy and function •eyes •ears •teeth	Distinguishes between emergency and nonemergency procedures Identifies unsafe behavior (playground, crosswalk) Outlines procedures for escaping disasters (fires, tornadoes)	Explains the wrong and harmful use of illegal drugs Lists harmful outcomes of drug abuse(school achievement, personal health, family wellbeing) Identifies influence of advertisements on drug use Describes effects of peer pressure	4
Identifies factors which promote the spread of disease Describes common fatal diseases Relates infections to disease • bacterial • viral	Describes anatomy and function of systems •cardiovascular •respiratory •urinary •reproductive Identifies life cycle stages Recognizes role of living cells Identifies changes during puberty	Classifies accidents according to type • burns • fractures • cuts	Describes wrong and harmful outcomes of illegal drugs Identifies basic laws governing drugs Recognizes problems with misuse of over-the-counter drugs Cites examples of promotional drug advertisements	5

Health
GRADES PK-5
RECOMMENDED TIME ALLOCATION

The Texas Education Agency *State Board of Education Rules for Curriculum* state that "...the school district shall provide instruction in the essential elements." The state and local requirements for health instruction in the elementary grades are listed below.

Grade	**State (TEA)**	**Local (FWISD)**
Prekindergarten-Kindegarten	See Early Childhood Curriculum Document	See Early Childhood Curriculum Document
Grades 1-2	Weekly	Equivalent of 75 minutes per week
Grade 3	Weekly	Equivalent of 45 minutes per week
Grades 4-5	Equivalent of 60 minutes per week	Equivalent of 45 minutes per week

HEALTH

GRADES 3-5

Health
GRADE THREE
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Demonstrate correct posture	1Aiv
2. Identify daily practices which promote personal hygiene	1A
3. Identify consumer decisions about buying health products	1A
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Describe various emotions found in self and others	1Av,2B
2. Recognize effects of various feelings on self and others including family members	1Av,2B
3. Relate strong feelings to a healthy body	1A
4. Identify characteristics about self that are positive and those that can be changed	1A
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Identify health services within the community	3A
2. List causes of water, land, and air pollution	3B
3. Describe personal responsibility toward pollution control	3A,B
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Identify the components of fitness	1Aiv
2. Compare a physically active body to a sedentary one by describing benefits of physical fitness	1Aiv
3. Identify ways to include physical exercise in a daily routine	1Aiv,v
E. NUTRITION	
Examine the major concepts of nutrition	
1. Classify food according to food groups	1B
2. Relate good nutrition to healthful snacks	1B
3. Relate food choices to personal health	1B
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Distinguish between communicable and noncommunicable diseases	2A
2. Identify major causes of communicable diseases including AIDS	2A

THE LEARNER WILL:	ESSENTIAL ELEMENTS
3. Identify methods of preventing disease including AIDS	2A,B
4. Relate disease prevention to a wellness lifestyle	1A,2A,B
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Compare physical characteristics of self to others	1Av
2. Describe the structural characteristics of bone, muscle, and nerve cells	1A
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	1E
2. Identify helpful street signs by explaining their meaning	1E
3. Demonstrate knowledge of basic first aid procedures	1D,E
4. Describe methods of accident prevention, including fire prevention, in home, school, and community	1E
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. Describe how the use of illegal drugs by children is wrong and harmful	1C
2. List negative illegal and personal outcomes to using illegal drugs	1AV,C
3. Explain why the same medicine may help some but harm others	1C
4. Describe effects of alcohol and tobacco on general health	1A,C

Health Grade 3
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources	
The nine health strands, (major objectives) may be taught in any order. **The objectives below are to be taught in the following order when the specified strand is taught.**	*HBJ Health, A Resource for Teachers,* Grade 3, (HBJ) *Choosing Good Health,* Grade 3, (CGH)	
F. DISEASES		
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	*HBJ*	*CGH*
1. Distinguish between communicable and noncommunicable diseases (2A)	71	170-171
2. Identify major causes of communicable diseases including AIDS (2A)	70	175-178
3. Identify methods of preventing disease including AIDS (2A, B)	73	180-184
4. Point out relationship of a wellness lifestyle to the prevention of disease (1A, 2A, B)	73 *Heart Explorers,* Amer. Heart Assoc.	183-184
I. DRUGS		
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs		
1. Describe how the use of illegal drugs by children is wrong and harmful (1G)	100	
2. List negative illegal and personal outcomes to using illegal drugs (1Av, C)	100	
3. Explain why the same medicine may help some but harm others (1C)	99	155-157
4. Describe effects of alcohol and tobacco on general health (1A, C)	84-86	159-163

Non-Sequential Objectives* (Essential Elements)	Resources	
A. PERSONAL HEALTH		
Evaluate the importance of responsible decision making toward personal health care		
1. Demonstrate correct posture (1Aiv)	51	125-126
2. Practice daily personal hygiene (1A)	28-31	59-61
3. Relate consumer buying to personal hygiene products (1A)		68-69
B. MENTAL AND SOCIAL HEALTH		
Describe positive approaches to handling a wide range of emotions		
1. Describe various emotions found in self and others (1Av, 2B)	15	12-17
2. Recognize effects of various feelings on self and others including family members (1Av, 2B)	17	19-21
3. Recognize the importance of a healthy body (1A)	4	20-21

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives* (Essential Elements)	Resources	
C. ENVIRONMENTAL AND COMMUNITY HEALTH		
Identify factors which influence environmental and community health		
1. Identify health services within the community (3A)	133	193
2. List causes of water, land, and air pollution (3B)	134	195-202
3. Describe personal responsibility toward pollution control (3A, B)	135	104
D. PHYSICAL FITNESS		
Relate the concept of physical fitness to a healthy body		
1. Identify the components of fitness	56	125-127
	Heart Explorers, Amer. Heart Assoc.	
2. Compare a physically active body to a sedentary one describing benefits of physical fitness (1Aiv)	56	125-127
	Heart Explorers, Amer. Heart Assoc.	
3. Identify ways to include physical exercise in a daily routine (1Aiv, v)		129-140
	Heart Explorers, Amer. Heart Assoc.	
E. NUTRITION		
Examine the major concepts of nutrition		
1. Classify food according to food groups (1B)	42	107-111
2. Relate good nutrition to healthful snacks (1B)	44	116
3. Relate food choices to personal health (1B)	44	102-105
	Heart Explorers, Am. Heart Assoc.	
G. GROWTH AND DEVELOPMENT		
Explore the stages of human development from birth to adulthood		
1. Compare physical characteristics of self to others (1Av)	14	T21
2. Describe the structural characteristics of bone, muscle, and nerve cells (1A)	32-34	
H. SAFETY AND FIRST AID		
Exhibit responsible behavior toward the prevention of accidents and the care of injuries		
	HBJ	CGH
1. Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others (1E)	118, 120	85-95
2. Identify helpful street signs by explaining their meaning (1E)	120	92-93, Grade 4
3. Demonstrate knowledge of basic first aid procedures (1D, E)	121	194-196
4. Describe methods of accident prevention including fire prevention, in home, school, and community (1E)	116-119	78-86

***Certain objectives are taught throughout the course/grade level.**

HEALTH EDUCATION, GRADE 3

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 1: DEMONSTRATE CORRECT POSTURE

TEACHING ACTIVITY: Distribute p. 26 of *Current Health.* (Handout 1) Read together and discuss. Review checklist with students and model correct sitting and standing posture.

RETEACHING ACTIVITY: Have students go through the posture checklist (Handout 2) with a partner. Reconvene the entire class and discuss common posture problems which were observed and suggest ways to correct them.

Assessment: Distribute HBJ Copy Master 96, "Good Posture" and evaluate written responses for lesson comprehension.

EXTENSION: Demonstrate the five Paul Williams exercises for strengthening the stomach muscles. Have students do each exercise and monitor for correctness. (Handout 3)

Assessment : Have students cut pictures from magazines of people sitting, standing, or working. Have students point out poor posture by drawing arrows to problem areas. For good posture, have them draw arrows to the body parts that are helping the person maintain good posture.

Resources

Current Health, Dec. 1987, pp. 26-27

HBJ *Health*, p. 59

HBJ Copy Master 96

Handouts 1-3

Straight Talk on POSTURE

Do you sag when you sit? Do you wilt as you walk? Some people think that sitting up straight and tall is too much work. They think it is more comfortable to sink into a chair with a curved back. Some people think standing straight takes too much effort.

But this is just not true. The body is built so that it works best when you sit, stand, and walk straight and tall. When the body's joints and muscles are balanced, you have something called good posture. The muscles don't have to work as hard to keep you upright. There isn't as much stress on joints.

Once people have a poor posture habit, their muscles and joints get used to being that way. After a while with a poor posture habit, sitting or standing tall may feel like more work. The muscles needed for good posture are not used to having to work if you don't use them all the time. That is why it is important to have a good posture habit all along. As in any case, once you are out of shape, it takes more work to get back in shape. This is true of the muscles needed for good posture.

On Good Posture

What is good posture? Use this quick test to check your sitting and standing posture. Find a partner. Have your partner use the following points to check your posture. A check can be placed in the space if you have the quality described. An X means that you need work in that area. When you are finished, switch places to check your partner.

Sitting Posture Checklist

Sit down in a straight-back chair with a firm, flat seat. The seat should allow the feet to rest on the floor.

____1. Feet are flat on the floor and toes are pointed straight forward.

____2. Back of thighs and buttocks are resting flat on the seat.

____3. Arms are resting easily on top of thighs.

____4. Lower back is curved slightly inward from the back of the chair.

____5. Upper back is resting lightly on the back of the chair.

____6. Shoulders are relaxed.

____7. Head is straight, not tilted forward or back.

Standing Posture Checklist

Stand with feet about four inches apart.

____1. Weight is evenly balanced between both feet.

____2. Knees are slightly bent.

____3. Palms are toward the body.

____4. Stomach is flat.

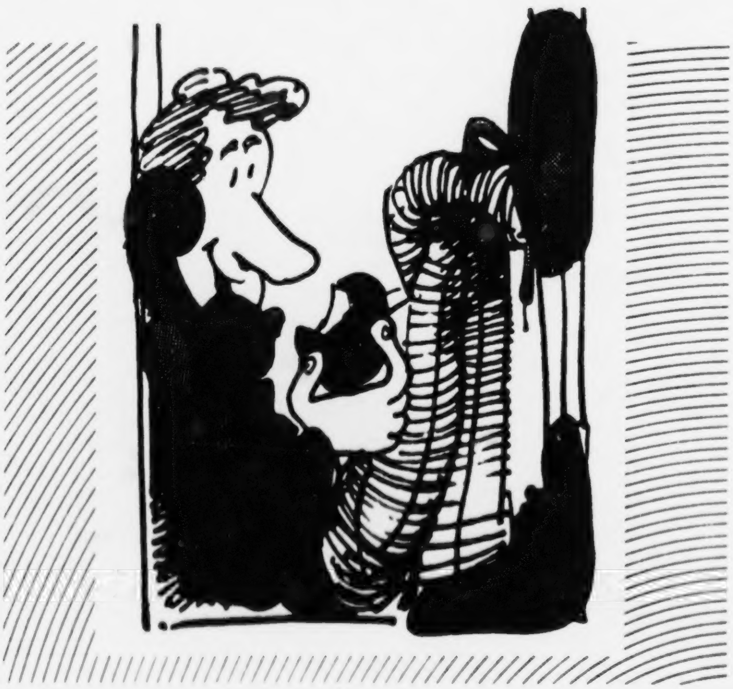
____5. Arms rest easy at the sides.

____6. Chest is up (not sagging).

____7. Shoulders are relaxed.

____8. Head is straight, not tilted forward or back.

Student Handout 1
Teaching Activity (A:1)
Health 3



Preventing Posture Problems

How did you rate? Is this the way you usually sit and stand? If not, do the test again. Sit and stand as you usually do. How do you check out now?

One of the most common back problems is a weak lower back. This is also called *lordosis* (lor-do´-sis). A healthy back has an S-shaped curve. If the curve in the lower back is too great, it can cause low back pain. Many things contribute to this problem. Poor posture habits may be among them. Luckily, there are exercises that can help to correct this problem. The Paul Williams exercises are most commonly prescribed by doctors. These exercises are aimed at increasing the strength of the abdominal muscles. At the same time, they work to lessen the curve in the lower back. Following are five Paul Williams exercises for strengthening the stomach muscles.

Back Tilt: Lie on your back. Bend your legs at the knees and place your feet flat on the floor. Pull up and in on the stomach muscles. At the same time, pinch the buttocks together. This action will cause the tailbone to lift off the floor and press the lower back against the floor. Hold this for six seconds. Repeat it ten times.

Abdomen Strengthening Exercise: Lie on your back. Bend your legs at the knees and place your feet flat on the floor. Fold your arms across your chest. Now raise your shoulders off the floor. (This is like a mini sit-up.) Hold this for six seconds. Repeat it ten times.

Lower Back Stretcher: Lie on your back. Bend your legs at the knees. Hook one hand around each knee. Keep your knees apart to avoid hitting your chest. Pull your knees slowly and evenly toward your armpits. Keep your head and lower back flat. Lift the buttocks off the floor. This exercise need not be held for six seconds. Do not let go of the knees as you return to the beginning position. Repeat it ten times.

Hamstring Stretcher: Sit up with one leg straight in front of you. Bend the other leg at the knee. Let the bent leg drop slightly to the side. As this is done, bend forward over the straight leg. Reach toward your toes. Feel the stretch in the straight leg. Repeat this ten times. Switch legs and do ten stretches on the other side.

Starter Stretch: Kneel on one knee. Bend the other leg at the hip and knee and place that foot flat on the floor. Palms of both hands should be placed flat on the floor slightly ahead of the shoulders. Rock the body forward and back. As you rock forward, allow the back leg to straighten and lift off the floor. Bend the head under so that the back does not arch. Repeat this ten times. Switch legs and repeat ten times on the other side.

These exercises should be done once a day. Every day, add one more repetition to each exercise. Work up to 30 repetitions for each exercise. Doing these exercises can help you to avoid lordosis. Building strong abdominal muscles and controlling the lower back arch help to build good posture. They can help you to stand straight and tall. ☐

POSTURE CHECKLIST

Have a partner check your posture. Place an X on the line if you have the quality described.

SITTING POSTURE: (FEET ON FLOOR)

1. Feet are flat on the floor and toes are pointed straight forward. ________
2. Back of thighs and buttocks are resting flat on the seat. ________
3. Arms are resting easily on tops of thighs. ________
4. Lower back is curved slightly inward from the back of the chair. ________
5. Upper body is resting lightly on back of the chair. ________
6. Shoulders are relaxed. ________
7. Head is straight, not tilted forward or back. ________

STANDING POSTURE

1. Weight is evenly balanced between both feet. ________
2. Knees are slightly bent. ________
3. Palms are toward the body. ________
4. Stomach is flat. ________
5. Chest is up (not sagging). ________

Student Handout 2
Reteaching Activity (A:1)
Health 3

HEALTH EDUCATION, GRADE 3

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: IDENTIFY DAILY PRACTICES WHICH PROMOTE PERSONAL HYGIENE

TEACHING ACTIVITIES:

1. Identify and discuss steps to personal hygiene including:
    - Wash hands and face
    - Brush and floss teeth
    - Take a bath or shower
    - Wash hair
2. Give a five-minute demonstration on how to care for fingernails and toenails. (See *Choosing Good Health*, pp. 60-61.) Bring clippers, file, scissors, and orange stick.
3. Discuss oral health and the cause of cavities. (Sugary foods cause holes in tooth enamel which grow and become deeper.) Bring two apples to class. Peel a small piece from one. Leave both for one week. Point out that the hole in the apple got bigger and the apple began to rot, much like a cavity in a tooth.

Assessment: Copy and distribute HBJ Copying Master 85. Have students keep track of their cleanliness habits for one week. After the week is over, collect charts and discuss differences in cleanliness habits.

EXTENSION: Have students write "how to" directions for brushing and flossing teeth. Check work for accuracy and completeness.

Resources

Choosing Good Health 3,
pp. 60-61

HBJ *Health*,
pp. 28-29

HBJ Copying
Master 85

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 3: IDENTIFY CONSUMER DECISIONS ABOUT BUYING HEALTH PRODUCTS

TEACHING ACTIVITY: Bring examples of ads for health products. Discuss reasons for advertisements and commercials. Ask students how ads help people decide which product to buy. Emphasize that the purpose of advertising is to sell products, not necessarily to inform the consumer about all of the pros and cons of a product.

Assessment: Have students create a health product and design an advertisement to promote it.

TEACHING ACTIVITY: Bring packages for several health products. Be sure to have several brands of the same type of product. Put all of the packages on a table and pick one student to go shopping (for toothpaste, for example). Ask the students why they chose the product they did. Give students other ways to make informed decisions such as asking a professional and reading the label carefully. Choose students to come to the store and model these decision-making techniques. Discuss the concept of brand name "A" vs. generic products.

Assessment: Students will complete the handout, Health Products, as homework. They will identify which health products the family uses and state the reasons for using these products. Discuss these reasons as a class when the students bring back the worksheet.

Have students bring a health product from home and tell its use and the reasons for buying it.

Resources

Choosing Good Health 3,
pp. 68-73

Handout

HEALTH PRODUCTS

Here is a list of some health products you may have at home. In the spaces provided, write the brand name and reasons for buying the product. At the bottom of the sheet, write three additional products, brand names, and reasons for buying.

Health product	Brand Name	Why your family uses this product.
Toothpaste		
Mouthwash		
Shampoo		
Body Soap		
Vitamin Supplement		
Laundry Detergent		
Breakfast Cereal		

Student Handout
Assessment (A:3)
Health 3

HEALTH EDUCATION, GRADE 3

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 1: DESCRIBE VARIOUS EMOTIONS FOUND IN SELF AND OTHERS

TEACHING ACTIVITY: Write a list of emotions on the chalkboard and discuss with students what makes each of them feel each emotion. Discuss the many ways that people can show their emotions (voice, tone, facial expression, actions).

Resources

HBJ *Health*, p. 15

Assessment: Demonstrate several different expressions and actions and have students write the type of emotion on one side of a sheet of paper. Have students then describe on the other side of the paper how the emotion was expressed. Utilize the same emotions which were discussed in the previous activity.

Special Education Adaptation: List emotions on the chalkboard . Show pictures with expressions. Have students match picture with name of emotion.

RETEACHING ACTIVITY: Explain to students how our own feelings are many times the result of how someone acts toward us. The feelings between that someone and us is not always the same. Have students role play a situation where one student's feelings are caused by different feelings from other students.

EX. A student (Johnny) is angry because he is being punished by having to stay in the room during recess. His friend (Craig), on the way out to play, asks him if he can borrow his baseball glove. Johnny snaps, "No!" Craig gets his feelings hurt and walks away sadly.

EXTENSION: Have students name some ways to change unpleasant feelings to pleasant ones. Example: Saying "I'm sorry" in a way that makes a person feel better.

HEALTH EDUCATION, GRADE 3

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 2: RECOGNIZE EFFECTS OF VARIOUS FEELINGS ON SELF AND FAMILY MEMBERS

TEACHING ACTIVITIES:

1. Discuss with students various family situations such as eating meals, watching TV, and getting ready for school. Have students think of how a situation changes because of how they feel or act. Example: You're sleepy and tired, and your parent cheerfully tells you it's time to get out of bed. You suddenly feel much better.

2. Encourage students to share experiences which they have had with members of their family which either caused problems or solved them.

Assessment: Have students role play members of a typical family. Set the mood for each situation which students will act out.

Sample Situation: You're angry because your parents have told you to take your younger brother outside and play with him. How does your anger affect your parents? Your brother? Yourself?

EXTENSION: Have students write a paragraph describing the many feelings which may be present in themselves and the family members involved in the following situation:

You are getting off the school bus in front of your home, and you have just learned that you were selected for the lead role in a class play for which you tried out. When you enter the living room, you see your mother cleaning up the floor where your baby sister has just spilled her food. Your baby sister is crying, and your father is talking on the telephone. Your two older brothers are wrestling with each other on the floor, and they are both laughing. You want to tell someone about how you feel about being selected for the play.

Questions to consider when writing the paragraph.

- How many feelings can you identify?
- What feelings did you have toward various family members at that time?
- How did one family member affect another family member?
- What could you do to change everyone's feelings?

Resources

HBJ *Health*,
p. 17

HEALTH EDUCATION, GRADE 3

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 3: RELATE STRONG FEELINGS TO A HEALTHY BODY

TEACHING ACTIVITIES:

1. Discuss with students the relationship between "healthy feelings" and a "healthy body."
2. Describe the importance of seeing something good about a situation that looks bad to others.
3. Review with students the difference between a postive self-concept and a negative self-concept.
4. Present some situations on a transparency and have students identify a healthy response to each situation. Encourage students to explain their responses.

Example: John is told that he has an appointment with the doctor for a routine medical check-up.
- Healthy response: John is hardly ever sick. He enjoys hearing from his doctor about how healthy he is, and he looks forward to the visit.
- Unhealthy Response: John complains about going to the doctor and having to sit in the boring waiting room. When he finally gets to see the doctor, it is just to hear that nothing is wrong with him. Why did he have to waste his time when he could have been playing instead?

Assessment: Prepare a list of situations/responses (feelings), and present to students on a transparency. Have students indicate by thumbs up/thumbs down whether the response to each situation contributes to a healthy or an unhealthy body.

RETEACHING ACTIVITY: Read aloud with students, "Healthy Ways to Let Off Steam," (Handout). Discuss the article and emphasize the effects of stress on the body.

Assessment: Have students number 1 - 4 on a sheet of paper and write the words that are missing below.

1. The expression on your face and the tone of your voice often signal other people about the _______ you have.
2. People can find _______ ways to express and handle their feelings.
3. All people have some ________ in their lives. It sometimes helps them perform better. However, too much can lead to poor health.
4. Exercise can help take your mind off anger until you feel _______ enough to talk about it.

Answers 1. *feelings* 2. *healthy* 3. *stress* 4. *calm*

EXTENSION: Have students select a partner to help them role play a patient and a psychologist. The patient must name three problems, and the psychologist must prescribe a healthy way to solve each of the problems. Both problems and prescriptions may be planned by both partners before the role play occurs so that an appropritate pace is maintained.

Resources

Choosing Good Health, pp. 19-27

Handout

Current Health, April 1988

Healthy Ways to Let Off Steam

Do you ever have days like this?

7:30 a.m. Katy burst into the kitchen and skidded into her chair at the breakfast table. She had overslept and was the last to arrive. Because her brothers had finished off her favorite cereal, she had to eat the other kind—her least favorite. She shook the empty box, and her face turned red.

8:15 a.m. Katy stood in line at the school store, nervously jingling her nickels and dimes as she waited to buy an erasable pen. When she reached the front of the line, she discovered that the last pen had just been sold. She frowned and wondered who would lend her a pen for the spelling test. Her breathing became faster as her heart began to race.

12:30 p.m. Katy overheard Fran talking about a skating party on Saturday afternoon. Wondering if she would be invited, Katy felt her heart pounding even faster than before.

4:45 p.m. Katy was talking to her friend, Lisa, on the phone. They were discussing their plans for Sunday afternoon. Katy's mother overheard the conversation as she fixed the dinner salad. "Katy, did you forget that we're going to visit Uncle Henry on Sunday?" she asked. Katy argued, but her mother was firm. Katy ran upstairs and slammed her door, shaking with frustration.

9:00 p.m. In bed at last, Katy tossed and turned, her head aching, her muscles tight. "A perfect end to a perfect day," she thought bitterly.

It was a rough day. But everyone has days like that because sometimes life is like that. Big and little stresses come along that can make us angry, tense, frustrated, impatient, unhappy. What we feel in our hearts and minds also affects our bodies.

The Stress on Your Body

This was not a problem, say, a million years ago. Back then, the stresses of life usually called for some kind of action. You could fight, or you could run for your life.

When your body sounds the alarm, the *hypothalamus* (hī-pō-thal′-ə-mus) in the brain sends a message to the *adrenal* (əd-rēn′-ul) glands just above the kidneys. They start to make and send out body chemicals called *adrenaline* (əd-ren′-ə-lin) and *cortisol* (kor′-ti-sol). These help the body get ready for action in many ways:

- breathing gets faster
- heartbeat gets stronger and faster
- blood pressure rises

Student Handout
Teaching Activity (B:3)
Health 3

- sugar is released from the liver into the system, which causes muscles to constrict
- perspiration occurs along with cold, clammy hands
- blood goes from places where it's not needed (skin and stomach) to where it is (muscles)
- blood will clot faster just in case there is going to be an injury
- blood sugar rises, for extra energy
- muscles in the face get tense
- pupils in the eyes get larger

All of this builds up a lot of energy. In modern times there is usually no place for it to go. Usually there is no physical danger to run from or fight against. Instead, this energy stays inside us in the form of tension, frustration, and all those other bad feelings.

This is especially true of people called *hot reactors*. For some reason, these people have bodies that react to stress with very great changes in their body chemicals and blood pressure. If they don't learn some ways to cool down, they face a greater risk of developing heart disease. The constant flow of stress chemicals also may weaken their *immune* (im-yun′; protection) system. A weak immune system cannot do as good a job of protecting against disease.

Taking the Lid Off

Are you a hot reactor? Or do you sometimes just need to let off steam? There are good and bad ways of letting off steam. Taking it out on yourself or on someone else is a bad way. Instead, try one (or more) of these suggestions:

- *Breathing. Abdominal* (ab-dom′-i-nəl) breathing, in which you fill your lungs with air by moving your abdomen outward, can get rid of tension. Practice it while you're calm so that you'll be able to do it when you're not.
- *Exercise.* This is a good way to use the energy your body has been programmed to deliver. Scientists think that by exercising, you burn up some of those extra stress chemicals that can hurt you. A brisk walk, riding your bike, swimming laps, or some other *aerobic* (ā-rōb′-ik) exercise will help get rid of anger, tension, and anxiety. It also trains your heart and lungs to work more efficiently.
- *Relaxation.* Making good use of your leisure time can help get rid of stress. It doesn't matter what activities you choose, as long as you enjoy them. Doing something you want to do, rather than just the things you *should* do, helps you appreciate life right now. It also gives you a storehouse of good memories to savor later!
- *Friendship and support.* The Beatles sang, "I get by with a little help from my friends." There's a lot of truth in that. You can be honest and share your true feelings with a friend. A real friend knows you and likes you for who you really are. Friends share your good times and help you when times are not so good. You must also learn to be a friend to yourself. Give yourself support and understanding when you need it, and congratulations when you earn them. Don't be hard on yourself.

Keep these in mind the next time you're having one of those days: It's better to let off a little steam than to get all overheated! □

HEALTH EDUCATION, GRADE 3

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 4: IDENTIFY CHARCTERISTICS ABOUT SELF THAT ARE POSITIVE AND THOSE THAT CAN BE CHANGED.

TEACHING ACTIVITIES:

1. Have the students write some ideas about the following questions. During class discussion students may relate feelings to others.
    - What is something about you that you do well? (Your strengths)
    - What is something you would like to do better? Why?
    - Are you always happy with the way you treat your family? Friends?
2. Discuss "What Can You Change About Yourself?" (Handout 1)

Assessment:

1. Duplicate and distribute attachment, "My Talent Search." (Handout 2) Have students complete and place in their notebooks. Review notebooks and return to students.
2. Show the Think Back questions on a transparency.
    - Why is it important for a person to know his or her personal strengths?
    - How can getting along with others in your family affect your self-image? (How you feel about yourself)
    - What are two ways to improve self-image?

Special Education Adaptation: Students may answer questions orally.

RETEACHING ACTIVITY: Invite a guidance counselor to the class to discuss with the students how a good self-image is developed and why it is necessary for a happy and successful life. Also have the counselor discuss how family and friends have a great impact on self-image.

EXTENSION: Ask students to write a description, or draw a picture, of something they have accomplished of which they are proud. Such accomplishments as helping cook dinner, achieving good grades, and cleaning the yard are acceptable.

Resources

HBJ *Health*, p. 16

Handouts

Transparency

WHAT CAN YOU CHANGE ABOUT YOURSELF?

You might improve your self-image by working to change some things about yourself. Most people can think of a few changes they would like to make. Some changes are possible if a person is willing to work hard.

You are likely to feel better about yourself when you can get along well with others. If you do not get along with others, you might need to think about how you act toward them. Most people will treat you the same way you treat them. If you treat other people with respect, most people will treat you with respect.

Most people feel better about themselves when they look their best. You can improve your self-image by trying to keep your body and clothes neat and clean.

Try to make changes that can help you make the most of your personal strengths and special qualities. Remember you are a unique person, so avoid trying to make yourself be exactly like someone else. Also, learn to accept things about yourself that you cannot change, such as your eye color or your height. Accepting what cannot be changed will help strengthen your self-image.

Student Handout 1
Teaching Activity (B:4)
Health 3

MY TALENT SEARCH

Talents I am already working on	Talents I want to work on

Student Handout 2
Assessment (B:4)
Health 3

THINK BACK

1. Why is it important for a person to know his or her personal strengths?

2. How can getting along with others in your family affect your self-image?

3. What are two ways to improve self-image?

Transparency
Assessment (B:4)
Health 3

HEALTH EDUCATION, GRADE 3

C. STRAND 3: ENVIRONMENT AND COMMUNITY HEALTH

OBJECTIVE 1: IDENTIFY HEALTH SERVICE WITHIN THE COMMUNITY

TEACHING ACTIVITIES:

1. Relate community problems to school environment by explaining to the students that the school has similar problems as the rest of the community. For example:
   - litter - hazardous, unsightly
   - vandalism, graffiti
   - noise problems
   - rodents and pest protection
2. Review list of health services (Handout 1). Utilizing HBJ *Health*, p. 133, discuss with students the different people who perform the various health services in the community.

Assessment:

1. Write the following community health/safety services on the chalkboard:
   - Water treatment
   - Sewer facilities
   - Schools
   - Hospitals
   - Medical/Dental Clinics
   - Poision Control Center
   - Nursing services
   - Garbage Collection
2. Have students select three services, and write what problem these services take care of.

RETEACHING ACTIVITIES:

1. Help students read the article, "Communities-People Solving Health Problems," (Handout 2).
2. Discuss with students the need for community health services today.

EXTENSION: Have students prepare a health services directory for their home. Have them work as partners or on their own, and look up phone numbers in a current telephone directory. Students may use Handout 1 or develop their own list.

Resources

Choosing Good Health, pp. 191-193

HBJ *Health*, p. 133

HEALTH SERVICES

Following is a list of health services. Find the phone number of each one. Put an X next to the ones that should be near your phone at home.

( ) **Fire Department** ____________________

( ) **Hospital** ____________________

( ) **Animal Control** ____________________

( ) **Poison Center** ____________________

( ) **Police** ____________________

( ) **Ambulance** ____________________

( ) **Water Treatment Plant** ____________________

( ) **Health Department** ____________________

( ) **Dental Clinic** ____________________

( ) **Library** ____________________

( ) **School** ____________________

Student Handout 1
Teaching Activity (C:1)
Health 3

COMMUNITIES - PEOPLE SOLVING HEALTH PROBLEMS

Imagine a world in which people were completely on their own. Everyone would be a police officer, firefighter, doctor, nurse, dentist, teacher, and librarian. Each person would also be a sanitation worker, water purifier, food manufacturer, and sewer systems planner- to mention only a few everyday jobs we take for granted.

Of course, if you held all of these jobs you would never have time to do them - there would be just too much work! That is the way it probably seemed to the first people who decided to share the safety, health, and education jobs wherever they lived.

There may be more health risks facing men and women in the modern world than in earlier times. More people today live busier lives. They share less living space. Without medical services, disease would spread from country to country, city to city, town to town with lightning speed. Without sewer systems and waste disposal plants in large numbers, garbage and other wastes would also threaten every citizen's health. No one would be safe from danger without police and fire departments.

A neighborhood can be a good place to live when there is a local government running services for all the people who live there. A neighborhood is best when the people living there know how to use these services for their own health and enjoyment.

Student Handout 2
Reteaching (C:1)
Health 3

HEALTH EDUCATION, GRADE 3

C. STRAND 3: ENVIRONMENT AND COMMUNITY HEALTH

OBJECTIVE 2: LIST CAUSES OF WATER, LAND, AND AIR POLLUTION

TEACHING ACTIVITIES:

1. Discuss causes of pollution, using HBJ *Health*, p. 134.

   Water
   - Sewage
   - Lakes - boats, chemicals added by factories, run-off (pesticides) relate to food chain

   Land
   - Trash - sanitary landfills, dumps, litter (pets)

   Air
   - Burning fuels (EPA: *Current Health*, Jan. 1987 pp. 25-27)

2. Emphasize the good and bad of technology. Explain the importance of each and every person doing his/her part to fight pollution.

Assessment: Have students complete HBJ Copying Master 117, Community Health, p. 263.

RETEACHING ACTIVITY: Copy and distribute handout, Causes of Water, Land, and Air Pollution. Read each cause of pollution to students and have them briefly describe each cause orally.

Assessment: Have students individually classify each type of pollution by writing the various causes in the appropriate space below "water, land, or air pollution."

EXTENSION: Have students imagine themselves as a candy wrapper, soda can, or other item. Have students describe how they may be moved from place to place in a 24-hour period, each time being involved in a different type of pollution. Finally, describe how a caring person came along and disposed of the item (student), thus protecting the environment.

Resources

***Choosing Good Health*, pp. 195-205**

HBJ ***Health*, p. 134**

***Current Health*, Jan. 1987**

HBJ Copying Master 117

Handout

CAUSES OF WATER, LAND, AND AIR POLLUTION

Below are some causes of pollution. Put the sentence in the proper box as a cause of pollution. Each one can be used more than once.

Litter
Untreated sewage
Burning trash
Boats on the lake
Animals getting into garbage
Burning oil and coal
Exhaust from cars
Dumping at wrong place
Factories dumping waste into water
Pesticides

Water Pollution
1.

2.

3.

4.

Land Pollution
1.

2.

3.

4.

Air Pollution
1.

2.

3.

4.

Student Handout
Reteaching (C:2)
Health 3

HEALTH EDUCATION, GRADE 3

C. STRAND 3: ENVIRONMENT AND COMMUNITY HEALTH

OBJECTIVE 3: DESCRIBE PERSONAL RESPONSIBILITY TOWARD POLLUTION CONTROL

TEACHING ACTIVITY: Discuss what students can do to help control pollution.

Land
- Don't litter.
- Pick up litter
- Recycle (aluminum cans, newspaper)

Water
- Don't waste water (turn off faucets)

Air
- Don't burn leaves or trash
- Conserve energy
- Walk or ride bike instead of car, use public transit

Noise
- Play TV, radio, record player only loud enough for you to hear

Assessment: Have the student draw and color a picture of himself/herself taking responsibility for controlling pollution.

RETEACHING ACTIVITY: Have students choose a partner. Each pair will list the four types of pollution (land, water, air, and noise) on left side of a sheet of paper. Each partner will describe a different way in which he/she can take personal responsibility toward controlling pollution, and write the two ways on the right side of the paper.

Assessment: Distribute YES and NO cards to students. Each pair of partners will present their list of responsibilities to the class. As each responsibility is read, ask students to hold up the YES card if they agree that the responsibility presented will in fact help to control pollution. If not, the students will hold up the NO card. If NO, they must explain why they think that it won't help.

EXTENSION: Have students write a paragraph on one of the following:

- Where Does the Garbage Go?
- How Technology Helps Pollution
- Stop Pollution Before It Stops You

Resources

Choosing Good Health, pp. 197-205

HBJ *Health*, p. 135

HEALTH EDUCATION, GRADE 3

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 1: IDENTIFY THE COMPONENTS OF FITNESS

TEACHING ACTIVITIES:

1. Display pictures of athletes. Have students suggest qualities the athletes have and list responses on the chalkboard. Discuss fitness components:
    - Strength/power
    - Flexibility (*Current Health*, Nov. 1986, pp. 26-27)
    - Coordination (*Current Health*, Oct. 1987, pp. 28-29)
    - Speed
    - Balance
    - Cardiovascular endurance
2. Tell the students there are three types of exercise-- flexibility, strengthening, and endurance. Demonstrate or have a volunteer demonstrate an example of each type of exercise, using HBJ *Health*, page 57 as a guide. Relate the types of exercise to the type of fitness.

Assessment: List the six components of fitness and have volunteers demonstrate an example of each. Evaluate for appropriateness of demonstration.

TEACHING ACTIVITY: Using p. 57 of HBJ *Health* as a guide, explain how exercise improves cardiovascular endurance.

Assessment: Distribute HBJ *Health* Copying Master 94 to check comprehension of the concept of cardiovascular fitness.

EXTENSION: Copy and distribute the Fitness Report (handout). Discuss ways to improve in each fitness category. Use the chart throughout the year to monitor improvements.

Resources

Choosing Good Health, pp. 134

HBJ *Health*, p. 57

Handout

HBJ Copying Master 94

FITNESS REPORT

Record your scores in each area. You will be tested four times this year.

	Date	Date	Date	Date
Fitness Components				
Abdominal Strength (2 Min. Sit-ups)				
Jump and Reach (Leg Power)				
Arm and Shoulder Strength (Hand Test)				
Sit and Reach (Flexibility)				
Shuttle Run (Speed, Agility)				
50 Yd. Dash Speed				
9 Min. Run/Walk (Cardiovascular Endurance)				

Student Handout
Extension (D:1)
Health 3

HEALTH EDUCATION, GRADE 3

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 2: COMPARE A PHYSICALLY ACTIVE BODY TO A SEDENTARY ONE IN TERMS OF BENEFITS OF PHYSICAL FITNESS

TEACHING ACTIVITY: Read pp. 3-9 of *Current Health* (9/87) with students and discuss the benefits of fitness. Have students suggest ways they can improve their lifestyle to be healthier. Reinforce the concept of exercise improving overall firmness. Follow the guide in HBJ *Health*, p. 56.

Assessment: Have students complete the handout, Benefits of Fitness, or read it aloud and have students give a thumbs up if an active lifestyle is described and a thumbs down if a sedentary lifestyle is described.

RETEACHING ACTIVITY: Have students jump in place for one minute. Note that some students became more tired than others without singling out individuals. Discuss how increasing activity level will increase overall fitness and make physical tasks easier. Explain that a sedentary person will tire easily and more quickly than an active person.

Assessment: Copy and distribute HBJ Copying Master 93 to check student understanding of the benefits of exercise.

EXTENSION: Have the students record the time they spend in sedentary activities and the time they spend exercising for one week. Then ask them to increase their activity level for one week and report on how they feel. Ask them to describe how they increased their activity level.

Resources

Current Health I, Sept. 1978

HBJ *Health*, p. 56

HBJ Copying Master 93

BENEFITS OF FITNESS

Put an X on the line next to the phrase that is a benefit of fitness. Put an O on the line next to the phrase that is associated with sedentary lifestyle.

______ **Overweight**

______ **Endurance-dosen't tire quickly**

______ **Healthy organs, bones, and muscles**

______ **Heart disease**

______ **Heart and lungs are strong and efficient**

______ **Strong muscles help you have a good posture**

______ **Diabetes**

______ **Overeats many fatty foods**

______ **Watches too much TV**

______ **Good motor skills, balance, speed, and flexibility**

______ **Eats nutrious foods**

______ **Smokes cigarettes**

Student Handout
Assessment (D:2)
Health 3

D STRAND 4: PHYSICAL FITNESS

OBJECTIVE 3: IDENTIFY WAYS TO INCLUDE PHYSICAL EXERCISE IN A DAILY ROUTINE

TEACHING ACTIVITY: Compose a list in class of ways to include exercise in daily routines. Using *Current Health* Nov. '87, pp. 20-21, guide students through the discussion.

Assessment: Mention a part of a daily routine (e.g., find a parking space close to the door) and have students suggest ways to incorporate more exercise into the activity. Copy and distribute HBJ Copying Master 95 to check student understanding of the proper way to exercise.

TEACHING ACTIVITY: Discuss the exercise procedures of stretching or warm up, exercising hard, cooling down. Use HBJ *Health*, p. 58 as a guide. Ask students to give examples of each type of exercise.

RETEACHING ACTIVITY: Have students volunteer to demonstrate an exercise. Let the class guess to which category the exercise belongs. (warm up, exercise, or cool down)

EXTENSION: Have students draw and label one exercise in each of the three categories studied (stretching, working hard, cooling down). Have them explain how they plan to include these exercises in a daily routine. Have students post their drawings under the appropriate heading on a bulletin board.

Resources

Current Health,
Nov. 1987

Choosing Good Health,
pp. 134-141

HBJ *Health*,
p. 58

HBJ Copying
Master 95

HEALTH EDUCATION, GRADE 3

E. STRAND 5: NUTRITION

OBJECTIVE 1: CLASSIFY FOOD ACCORDING TO FOOD GROUPS

TEACHING ACTIVITY: Review basic four food groups with students, using HBJ *Health*, p. 42. Duplicate and distribute HBJ Copying Master 89. Have children complete the activity. Have children play "Food Group" game, using handout as a resource.

Assessment: Have students draw two lines on a sheet of paper to form four large squares. Students are to label each square with the name of one of the four food groups. Have students then write two foods in each square under each appropriate food group.

RETEACHING: Have students make a collage on a piece of construction paper. The collage is to be composed of pictures from a single food group.

EXTENSION: Have students make a food group mobile to hang in the classroom. The parts of the mobile are to be drawn, cut from construction paper, or made from materials other than an actual picture of the food.

Resources

Choosing Good Health, pp. 106-112

HBJ Copy Master 89

HBJ *Health,* p. 42

Handout

FOOD GROUP GAME

Each student makes a food group card on a piece of paper. Divide into groups of 4-6 players. Each group has pictures of different foods placed upside down on their table. Each player picks 4 pictures. The caller can use a spinner (or other method) to call out a food group. If the player has a food that fits in the food group named, he/she plays it in the appropriate box on their card. If the player does not have a matching food, he draws one picture. Play continues until one person plays all of his/her food pictures. Check pictures to be sure they match groups correctly.

MEAT	MILK
BREAD/CEREAL	FRUIT/VEGETABLES

Student Handout 1
Teaching Activity (E:1)
Health 3

HEALTH EDUCATION, GRADE 3

E. STRAND 5: NUTRITION

OBJECTIVE 2: RELATE GOOD NUTRITION TO HEALTHFUL SNACKS

TEACHING ACTIVITIES:

1. Discuss what makes a healthful snack:
   - high energy
   - low fat and sugar
   - contains vitamins and minerals

2. Read aloud the following account of what happens when we eat a candy bar:

   Plain sugar, honey, syrup, and molasses don't add anything to your diet except flavor and calories. In fact they actually make you hungrier and weaker than before you ate them. Here's what happens:

   - You're hungry.
   - You eat a candy bar.
   - You're not hungry anymore, because the sugar from the candy is immediately released into your blood, which carries the energy from the sugar to your brain. When your brain is receiving energy, you don't feel hungry.
   - But now your body reacts. It can't handle that much sugar. It produces a substance called insulin to clear the sugar out of your blood.
   - The insulin does what it's supposed to do - and more. It gets rid of the sugar from the candy, plus whatever sugar was left in your body from an earlier meal.
   - There's no sugar left to provide energy for your body or your brain. You feel hungry again. And the cycle begins all over.

   If you're going to have lasting energy, you have to eat foods that release their sugar slowly. Carbohydrates that have less obvious sugar (carbohydrates that don't taste really sweet) give you the kind of energy that lasts. So bread, crackers, and unsweetened cereals make much better snacks than candy, cookies, cakes, or ice cream.

   The best carbohydrates are fresh fruits, vegetables, whole grain breads, cereals, crackers, and pasta. They carry lots of vitamins and fiber, and they release sugar slowly, providing energy that lasts a long time.

Assessment: Have students complete HBJ Copying Master 91, Making Healthful Food Choices.

RETEACHING ACTIVITY: Have the students make a collage using labels from food. The labels are to show food content. Make one of junk food (candy bars, sweetened cereal, chips, etc.). Make one of better snacks (raisins, juice, cheese, fruit, etc.). Note that the best snacks come with no labels. Discuss the probable content of these unlabeled snacks.

Assessment: Have students write four food groups, listing one or more healthful snacks under each group.

EXTENSION: Have students make a personal snack list. Students may list at least eight healthful snacks which they plan to eat within the next week or two. Have them record the name of the snack when they eat it, labeling the snack as nutritious or junk.

Resources

Choosing Good Health, pp. 114-119

HBJ Copy Master 91

Current Health I, Dec. 1987

HEALTH EDUCATION, GRADE 3

E. STRAND 5: NUTRITION

OBJECTIVE 3: RELATE FOOD CHOICES TO PERSON AND HEALTH

TEACHING ACTIVITIES:

1. For background information, read "Good Diet=Good Health," from *Current Health I*, April '79.
2. Discuss with students the food group servings. Be sure students know the recommended servings for each group.
   bread - 4 servings
   fruit - 4 servings
   milk - 3 servings
   meat - 2 servings
3. Discuss how dieting refers to everything that a person eats. Explain "a healthy person eats a healthy diet."

Assessment: Have students illustrate why proper food choices are important for good health by completing HBJ Copying Master 90, Balanced Meals.

RETEACHING ACTIVITY: Have students complete the handout, "Healthy Food Choices."

EXTENSION: Have students write two stories -- 1) about a child who makes poor food choices and gets sick and 2) about a child who eats right and is always healthy and happy.

Resources

Handout

Current Health I, Apr. 1979.
"Good Diet = Good Health"

HBJ *Health* p. 43.

HBJ Copying Master 90

HEALTHY FOOD CHOICES

Make a list of your own food choices for one day. Be sure to include the proper servings from the four food groups.

BREAKFAST Meat ☐ Bread/Cereal ☐ Milk ☐ Fruit/Vegetable ☐	**LUNCH** Meat ☐ Bread/Cereal ☐ Milk ☐ Fruit/Vegetable ☐
SNACK Meat ☐ Bread/Cereal ☐ Milk ☐ Fruit/Vegetable ☐	**DINNER** Meat ☐ Bread/Cereal ☐ Milk ☐ Fruit/Vegetable ☐

How do you think you will feel after this day's meals?______________________________

____

____

____

Student Handout
Reteaching (E:3)
Health 3

HEALTH EDUCATION, GRADE 3

F. STRAND 6: DISEASES

OBJECTIVE 1: DISTINGUISH BETWEEN COMMUNICABLE AND NON-COMMUNICABLE DISEASES

TEACHING ACTIVITY: Read "Pass It On-Communicable Diseases" from *Current Health I* Jan. 1979. Discuss with students. Read relevant information to students from "Type of Illnesses," HBJ *Health*, p. 71. Discuss the difference between communicable and noncommunicable diseases.

Assessment: Complete worksheet on Communicable, Non-communicable diseases.

RETEACHING ACTIVITY: Have students complete HBJ Copying Master 98, "Illnesses," which describes the differences between diseases which can be caught and those which can not be caught.

EXTENSION: Have students use an encyclopedia to find out about two illnesses not mentioned in the lesson that are caused by viruses. (Possible illnesses: rabies, polio, yellow fever)

Resources

HBJ *Health*, p. 71

HBJ Copying Master 98

Current Health I, Jan. 1979

WORKSHEET FOR COMMUNICABLE VS. NON-COMMUNICABLE DISEASES

Put an X on the blank in front of the diseases that are communicable, put an O on the blank for the diseases that are non-communicable.

__________ Cancer

__________ Mumps

__________ Ten-day Measles

__________ Rabies

__________ Epilepsy

__________ Chicken Pox

__________ Whooping Cough

__________ Leukemia

__________ Athlete's Foot

__________ Polio

__________ Rocky Mountain Spotted Fever

__________ Tetanus

__________ Heart Disease

__________ High Blood Pressure

__________ Flu (Influenza)

__________ Hepatitis

__________ Diabetes

__________ Malaria

__________ Cold

__________ Strep throat

Student Handout 1
Assessment (F:1)
Health 3

HEALTH EDUCATION, GRADE 3

F. STRAND 6: DISEASE

OBJECTIVE 2: IDENTIFY MAJOR CAUSES OF COMMUNICABLE DISEASES INCLUDING AIDS

TEACHING ACTIVITY: Write the terms germs, bacteria, and virus. Review with students the meaning of each term in causing communicable diseases.

Assessment: Prepare a chart as a handout for students. The chart will include a list of five communicable diseases. Next to each disease, students will write a cause for that disease.

Example: Strep Throat-Bacteria
Aids-Virus

RETEACHING ACTIVITY: Explain the role of white blood cells and antibodies in protecting the body against disease. Illustrate the action of the germs and blood cells by having students divide into teams of germs, white blood cells, and antibodies, and guiding them through the activity described in HBJ *Health*, p. 70.

Assessment: Direct those students who need help through HBJ Copying Master 97, Causes of Some Illnesses, p. 70. Evaluate the papers of those students who worked without teacher assistance.

EXTENSION: Have students write a short explanation of the activity in which they played as germs, white blood cells, and antibodies.

Resources

HBJ *Health*, p. 70

HBJ Copying Master 97

F. STRAND 6: DISEASES

OBJECTIVE 3: IDENTIFY METHODS OF PREVENTING DISEASES INCLUDING AIDS

TEACHING ACTIVITIES:

1. Review with students some ways in which communicable diseases are spread. Remind students that AIDS is a disease which is difficult to get and that AIDS, like other communicable diseases, may be prevented through good daily health habits.
2. Write the following vocabulary words on the chalkboard: antibodies, medicines, immune, vaccine, boosters, immunizations.
3. Utilizing Teaching the Lesson section in HBJ *Health*, p. 73, explain to students how each of the vocabulary terms contributes to a disease prevention. Inform students that although there is no immunization or vaccine against the AIDS virus, there are ways to prevent contacting the virus. Practicing the daily health care habits discussed earlier in the lesson will help to prevent contacting the virus which causes AIDS.

Assessment: Have students complete HBJ Copying Master 100, "Preventing Illness." Students will use context clues to define and write vocabulary worked in a puzzle.

RETEACHING ACTIVITY: Divide the class into six groups. Give each group one of the following topics and have the groups report how each topic can help prevent illnesses.
- Checkups
- Healthful Foods
- Rest and Exercise
- Dressing Properly
- Keeping Germs Away
- Getting Immunizations

EXTENSION: (Research Skills) Have students locate and list in chart form communicable illnesses for which there are vaccines. (These include diphtheria, mumps, measles, pertussis, polio, rubeola, and tetanus.) Suggest that students discuss their personal immunization records with their parents to find out what vaccines they have received.

Rescourses

HBJ *Health*,
p. 73

HBJ Copying
Master 100

F. STRAND 6: DISEASES

OBJECTIVE 4: RELATE DISEASE TO A WELLNESS LIFESTYLE

TEACHING ACTIVITIES:

1. Explain to students the concept of a wellness lifestyle as it relates to disease prevention. Define wellness as being responsible for one's own health by:
   - Learning how to stay in good health.
   - Practicing positive health habits and stopping harmful ones.
   - Responding to one's bodily warning signs before a serious illness occurs.

   Explain that students may control many aspects of their own wellness by practicing the methods for preventing the spread of disease as presented in earlier lessons. In other words, practicing disease prevention promotes a wellness lifestyle.

2. Divide students into groups and assign each group a positive health habit. Have each group discuss and report to the class how the assigned health habit contributes to preventing disease. Sample positive health habits:
   - Medical checkups
   - Healthy foods
   - Rest and exercise
   - Dressing properly
   - Keeping germs away
   - Immunizations

Assessment: Present a transparency listing ten daily health habits, with some habits being healthy or positive, and others being unhealthy or harmful. Have students identify the positive health habits which contribute to a wellness lifestyle by smiling a wide smile and holding their thumbs up. Have them indicate those habits that are harmful by frowning and holding their thumbs down.

RETEACHING ACTIVITY: Talk with the school nurse and determine the number of cases of communicable illnesses in the third grade last year or thus far this year. Have groups of students prepare picture graphs representing each illness.

EXTENSION: Have students observe and record their personal daily health habits for three days. The students will make two columns on 3 sheets of paper, one for each day. In the first column, students will list the positive health behaviors practiced, and in the second column they will list the harmful behavior practiced. At the bottom of the sheet, the students will complete the following statement based on their observations:

I can improve my daily health habits in the following ways: (List at least three.)

NOTE: Impress upon the students that their observations are confidential and will not be shared with the class unless they volunteer to do so.

Resources

HBJ *Health*, p. 73

HEALTH EDUCATION, GRADE 3

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 1: COMPARE PHYSICAL CHARACTERISTICS OF SELF TO OTHERS

TEACHING ACTIVITY: Have students make a list of their own physical characteristics. Have the students make a second list of the physical characteristics of a best friend. Allow students to share their lists with each other and compare lists. On the chalkboard, write a summary of the various physical characteristics listed by the students. Assist students in realizing that regardless of the number of common characteristics shared by students, there are no two individuals exactly alike.

Assessment: Have students play "Who Am I?" Each student will list five physical characteristics of a fellow student. Taking turns, each student will read one characteristic at a time as a clue, and the other students are to identify the students being described. Upon completion of the game, help students realize that individuals are more easily identified by a very unique physical characteristic such as "two braided pigtails" than they are by a common characteristic such as "average height and weight."

RETEACHING ACTIVITY: Have students write a single physical characteristic about themselves that is different from anyone else in the class. Have them also write a physical characteristic which is common to most or all of the students in the class. Ask students to volunteer to share their answers with the class, and encourage students to feel good about their individual characteristics.

EXTENSION: Have students list three situations where knowing how to describe someone's physical characteristics is very important.
Examples:

1. describing a lost friend in a department store
2. describing a stranger who was acting suspiciously around the playground after school

Resources

HBJ Health, p.16

Choosing Good Health

OBJECTIVE 2: APPLY THE CONCEPT OF CELLS TO THE SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS

TEACHING ACTIVITY: Utilizing pictures of cells which make up bone, muscle, and nerves, discuss with students the similarities and differences of the cells. Illustrate how cells form together to make tissue, tissues to organs, and organs to systems. Display posters of skeletal, muscular, and nervous systems and have students describe the role of cells in making up each system.

Assessment: Have students complete handout, "Cells."

RETEACHING ACTIVITY: Have students observe cells under a microscope in science class. Using Holt *Science*, have students observe and discuss how cells are alike and different with regard to appearance and function. Discuss how some organs are made up of a single cell type, while others are made up of more than one kind of cell. Using the digestive system as an example, have students suggest different organs which are responsible for changing food in the body.

EXTENSION: Have students make a poster illustrating how a single cell is involved in the formation of a body system.

Choosing Good Health, pp. 32-35

Holt Science

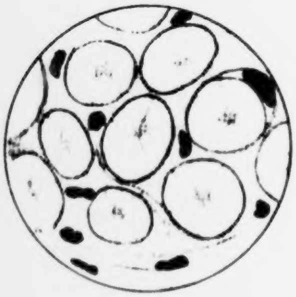
Microscopes and slides of cells (from Science Dept.)

Posters of skeletal and nervous systems

Handout, "Cells"

CELLS

Look at the three kinds of cells below. Under each cell list the correct tissues and organs which are formed from that cell.



Nerve Cells	Muscle Cells	Bone Cells
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Tissues and Organs

brain
muscles
spinal cord
heart
nerves
skull
ribs
bones
biceps

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 1: IDENTIFY DANGEROUS BEHAVIORS AND SITUATIONS INCLUDING WALKING, CYCLING, AND DEALING WITH STRANGERS AND OTHERS

TEACHING ACTIVITY: Review vocabulary words: pedestrian, stranger, crosswalk. Copy and distribute Pedestrian and Bicycle Safety worksheet, Handout 1. Discuss each item and tell why it is either a dangerous or a safe practice. Stress safety rules concerning strangers as described on p. 118, HBJ *Health*.

Assessment: Have students list five safety rules when they are walking to school.

TEACHING ACTIVITY: Demonstrate and have students practice correct hand signals of bicycling.

Assessment: Have students complete HBJ Copying Master 111, p. 257.

RETEACHING ACTIVITY: Have students pretend that they are riding a bicycle as they sit in their seats. Narrate an imaginary trip to school on a bicycle. Have students respond to directions (left, right, stop) given by the teacher by executing the correct hand signal. Also show pictures of traffic signs and have students tell how they as bicyclers would respond to each sign.

EXTENSION: Take students on a walk around the school neighborhood. Have students watch for signs such as "walk" signs, traffic signals, stop signs, and other warning signs. After returning to school, have students report about the different signs they saw.

Resources

Choosing Good Health, pp. 91-95

HBJ Health, p. 118

HBJ Copying Master 111

PEDESTRIAN AND BICYCLE SAFETY

Place an X in the blank next to the phrase that is a dangerous pedestrian or bicycle practice.

__________ Cross streets in the crosswalk area.

__________ Don't obey the school safety patrols.

__________ When you're walking somewhere, always tell someone where you are going and when you'll be back.

__________ It's all right to get in the car with a stranger.

__________ Walk facing traffic.

__________ Tell everyone your family "password."

__________ Look one way before crossing the street.

__________ Obey road signs and signals.

__________ Ride your bike facing traffic.

__________ On the road you can ride two people next to each other.

__________ Use your left arm for hand signals.

__________ Your bike should be in good repair.

__________ Don't watch the road surfaces.

Student Handout 1
Teaching Activity (H:1)
Health 3

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 2: IDENTIFY HELPFUL STREET SIGNS

TEACHING ACTIVITY: Copy and distribute Safety Worksheet, Handout 1. Discuss with students the shapes of signs and what they mean. Locate colorful pictures of these signs to show to students.

- Octagon - Stop
- Triangle - Yield
- Circle - Railroad crossing
- Square/rectangle - Information

Assessment: Have students complete Handout 2. Discuss answers when they have finished.

EXTENSION: Have students design a set of helpful street signs to scale (a little smaller than actual size but as accurate as possible in dimensions). Encourage students to use poster board or cardboard and cut out the sign to illustrate correct shape. The students will display the signs around the school. Under each sign, the students will write the meaning of the sign on a separate piece of poster board.

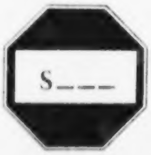
Resources

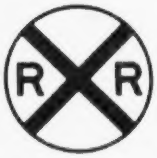
Choosing Good Health, pp. 92-93

Handouts 1, 2

Bicycle drivers must follow the same traffic signs as automobile drivers. Do you know the traffic signs on this page? Fill in the missing letters to name each sign. Write each letter on one line. The list below has all the names of the signs. Use each name only one time.

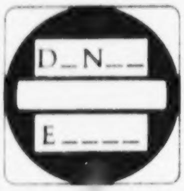
Do Not Enter
No Bicycles
No Right Turn
One Way
Pedestrian Crossing
Railroad Crossing
Stop
Yield

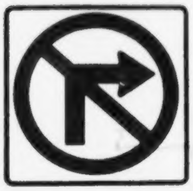




R________

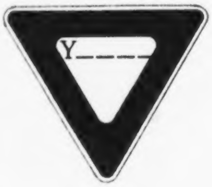
C________

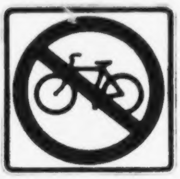




N_ R____

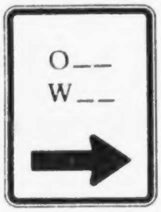
T___

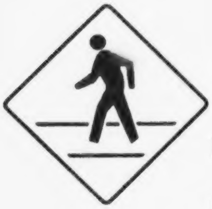




N_

B_______





P_________

C_______

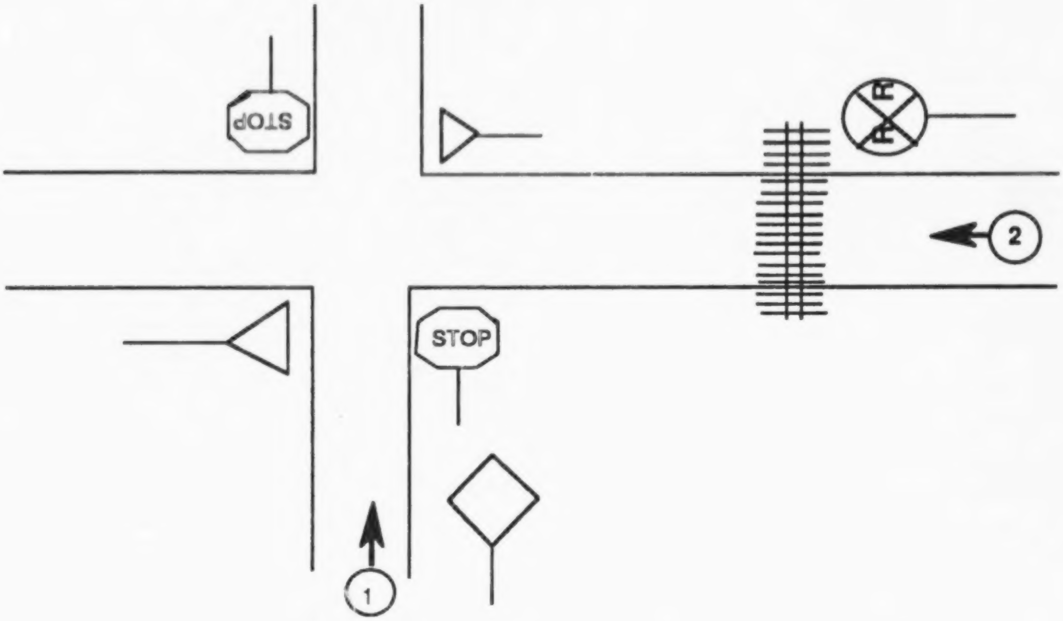
Bicycle drivers must obey two things besides traffic signs. Unscramble the letters of the words below to see what the two things are. Write the letters of the two words on the blanks in the sentence.

rslue snligas

Bicycle drivers should obey all traffic _____ and _______.

Student Handout 1
Teaching Activity (H:2)
Health 3

BICYCLE SAFETY



1. If you were riding your bike at point①,what signs would you have to obey?

2. If you were riding your bike at point②,what signs would you have to obey?

HEALTH EDUCATION, GRADE 3

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 3: DEMONSTRATE KNOWLEDGE OF BASIC FIRST-AID PROCEDURES

TEACHING ACTIVITIES:

1. Define first aid. (Emergency medical help that can be given before a doctor arrives; helping yourself and others in case of accidents or sudden illness.)
2. Discuss with students the first-aid steps to take when encountering an emergency.
   - Cut or scrape: wash with soap and water to prevent infection. To stop bleeding, press on cut with a clean cloth; if on arm or leg, elevate and cover with bandage.
   - Puncture: clean immediately with soap and water and tell adult. Check date of last tetanus immunization.
   - Mild burn: hold in cold (ice cubes) water and cover.
   - Nosebleed: sit up, lean head forward, pinch nostrils, and place cold pack on nose.
   - Animal bite: if bite breaks the skin, scrub with soap and water and tell an adult. The wound should be looked at by a doctor.
   - Choking: Heimlich Hug (*Current Health*, Sept. 1977 p. 17)
3. Have students complete the First-Aid Worksheet, Handout 1.
4. Divide students into groups and let them practice first-aid procedures for each emergency above. Stress the importance of students pretending to give first-aid treatment.

Assessment: Monitor and evaluate for correct first-aid procedures during practice. Prepare a fill-in-the-blank evaluation by listing only the procedures, and have students supply the type of injury.

RETEACHING ACTIVITY: Divide class into groups of two. Have each pair of students pick one student to be the victim, the other the helper. As each step is given by the teacher, have the helper practice that step.

EXTENSION: Have students make a list of emergency telephone numbers, since the telephone is a way to provide help. Include the fire and police departments, the hospital, and the poison control center. Remind students that dialing 911 will get help; however, it is important to realize the source for help when the situation is not an emergency that requires 911. Encourage students to post the list near the telephone in their homes.

Resources

Building Better Health **(Silver)**
pp. 150-151

***Current Health*,**
Feb. 1979
pp. 24-25 and
Sept. 1977
p. 17

Handout 1

Handout 2

FIRST-AID WORKSHEET

Write the first-aid steps you should take with the following injuries/accidents.

1. **Cut or scrape**

2. **Puncture wound**

3. **Mild burn**

4. **Nosebleed**

5. **Animal bite**

6. **Choking**

The Hug Of Life

Steve, Carol and Julie are in the cafeteria eating lunch. Steve is pretending he is a sick chicken when, all of a sudden, he starts grabbing at his throat. Carol and Julie laugh until they see he isn't being funny. Steve can't talk and is gasping for air. As he tries to stand, his face turns from red to blue. Carol begins to hit him on the back, but this only makes matters worse. It looks like he's going to pass out.

Julie sees that something has to be done fast. She asks if he's choking and he nods "yes." Julie goes behind him, wraps her arms around him, bends him forward and squeezes. The food pops out.

After the excitement is over, Carol asks Julie what she did to help Steve. Julie tells her, "It's called the **Heimlich** (Hīm'-lik) **Hug**. It's really simple. Here, I'll show you."

1. The first thing you do is go up to the person and ask if he's choking. If he is, he'll nod yes.
2. You stand behind the person and wrap your arms around him, just above the waist.
3. Make a fist with one hand. Place it against his abdomen (ab'-dō-mən) just below the breast bone.
4. With your other hand, grab your own fist.
5. Bend the person forward.
6. Push your fist into his abdomen, squeezing upward quickly.
7. This should pop the food out. If it doesn't, try again or move your hands to a different position.

Carol looks at Julie. "How come the food didn't come up when I slapped Steve on the back?"

"I can answer that," says Steve. "When you slapped me, you scared me. Instead of exhaling (eks'-hal-ing) and pushing out the food, I inhaled (in'-hald). That only made matters worse."

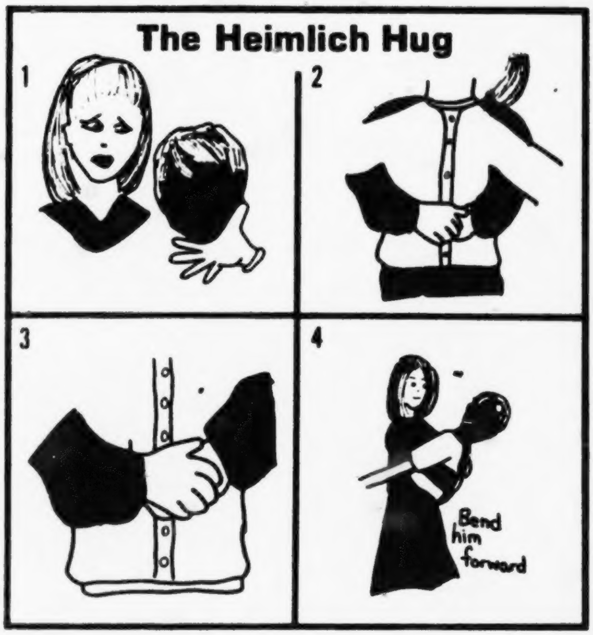
Julie agrees, "That's right. And it's a good thing you didn't try to get it with your fingers. You could have pushed the food down even further or made Steve throw up."

"Okay, any last words of wisdom before we go back to class?" jokes Steve.

"Yes," answers Julie. "Don't act like a sick chicken while you're eating."

"Don't worry," Steve assures her. "My sick chicken days are over!"

You'd better believe that Steve is happy things turned out as they did. He may not realize just how lucky he is. Surprisingly, 2,500 people will die choking on food this year. Too often, people die while others stand by helplessly. Ninety per cent of these people could have been saved if the Heimlich Hug had been used. You never know when you are going to need to save a friend.



Student Handout 2
Teaching Activity (H:3)
Heath 3

HEALTH EDUCATION, GRADE 3

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 4: DESCRIBE METHODS OF ACCIDENT PREVENTION IN HOME, SCHOOL, AND COMMUNITY

TEACHING ACTIVITIES:

1. Have a class discussion on each of the environments/accidents below:

Home	School	Community
Poisoning	Playground	Streets
Escape plan for fires	Cafeteria	Emergency vehicles
Preventing fires	Bathrooms	Strangers
Falls	Fire drills	Emergency numbers
Electrical accidents	Duck and cover	Safe neighbors
Using a stove	Safety patrol	
Strangers, phone calls	Strangers	

2. Have students make display posters and have groups make a five-minute presentation explaining the accident prevention methods they chose.

Assessment: Divide the class into three groups and let students pair up within the three groups. Assign each group accident prevention in (1) home, (2) school, and (3) community. Have them make a poster listing four preventions for each environment to which they are assigned.

RETEACHING ACTIVITY: Have a policeman make a presentation to the class on the importance of preventing accidents in home, at school, and around the community.

EXTENSION:

1. Have students write letters, using proper letter-writing skills, to the Department of Public Safety, Fire Department, and Police Department for information on accident prevention.
2. Have students make a check list for their home. Invite students to include family members in checking out the safety of their home. Those students who wish to, may share the results of this activity with the rest of the class.

Resources

Choosing Good Health, pp. 78-83

Current Health I, Mar. 1979 pp. 20-21

HEALTH EDUCATION, GRADE 3

I. STRAND 9: DRUGS

OBJECTIVE 1: DESCRIBE HOW THE USE OF ILLEGAL DRUGS IS WRONG AND HARMFUL

Resources

TEACHING ACTIVITY: Review the meaning of "Illegal Drugs." Discuss how most illegal drugs are very dangerous and harmful; therefore, it is against the law to use them. Examples of illegal drugs are marijuana, cocaine, heroin, LSD, and PCP.

Assessment: Have students write a response to the following question asked of them by a friend: "My big brother and his friend are going to smoke marijuana after school today, and they said that I could try it. I want you to come with me and try it, too." Check student's answer for inclusion of the illegal and harmful aspect of drugs.

RETEACHING ACTIVITY: Show a transparency with the following vocabulary words for review: drugs, illegal. List some illegal drugs on the transparency and remind students that to use them is to break the law, which is wrong. Tell students how the body's organs are affected by using drugs and how illegal drugs can cause death.

EXTENSION:

1. Have students make posters stressing that illegal drugs are dangerous.
2. Have students complete the "Statistics" handout which requires the use of fractions when illustrating statistics about drug use. (The transparency on "Pie Charts" may be utilized as a quick review on fractions if needed.)

Student Handout

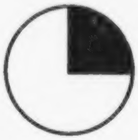
NAME______________________________ DATE____________________

STATISTICS

Read these statistics, and write a fraction to show what part is represented by the shaded area.

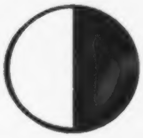
1. Families affected by alcoholism

   ____



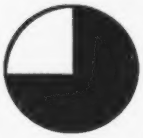
2. Traffic deaths related to alcohol

   ____



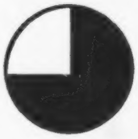
3. Lung cancer deaths caused by cigarette smoking

   ____



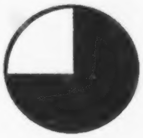
4. Suicides involving alcohol use

   ____



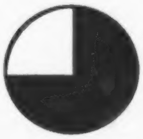
5. Deaths due to fire involving alcohol use

   ____



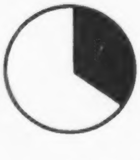
6. Child abuse involving alcohol use

   ____

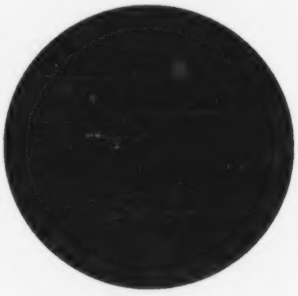


7. Deaths of people age 25-34 caused by drunk drivers

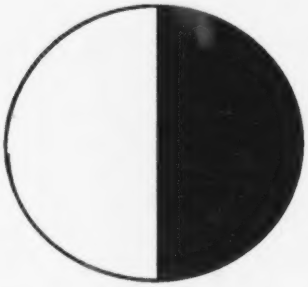
   ____



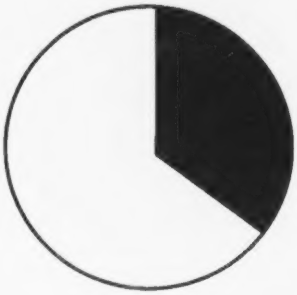
PIE CHARTS



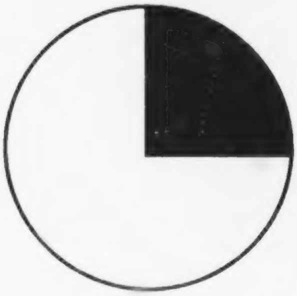
One whole - 1



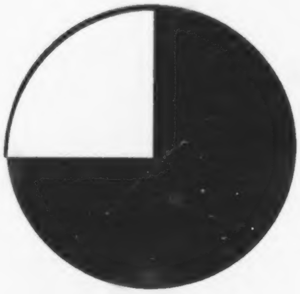
One half - $\frac{1}{2}$



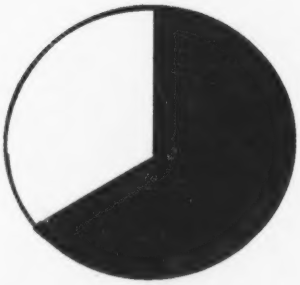
One third - $\frac{1}{3}$



One fourth - $\frac{1}{4}$



Three fourths - $\frac{3}{4}$



Two thirds - $\frac{2}{3}$

Transparency
Extension (I:1)
Health 3

HEALTH EDUCATION, GRADE 3

I. STRAND 9: DRUGS

OBJECTIVE 2: EXPLAIN WHY THE SAME MEDICINE MAY HELP SOME BUT HARM OTHERS

TEACHING ACTIVITY:

1. Review vocabulary words.
   - Prescription drugs - written order from a doctor, sold only by a pharmacist
   - Over-the-counter drugs - anyone can buy product
   - Side effects - changes caused by drugs that are undesirable.
   - Allergy - unwanted reaction from a drug
2. Discuss reading the label, following the correct dosage, sharing drugs, helpful vs harmful (misuse).

Assessment: Give students the quiz on worksheet handout.

RETEACHING ACTIVITY: Copy and distribute handouts on helpful and harmful drugs. Help students read these two pages. Prepare a transparency summarizing the major points and review transparency with students.

EXTENSION: Invite a pharmacist to class to discuss his/her job. Have the pharmacist explain why a doctor's prescription is needed for certain drugs. The pharmacist may explain how he/she can answer many questions about drugs. Encourage the students to ask questions.

Resources

Choosing Good Health, pp. 155-157

HBJ *Health*, p. 99

Current Health, "Drugs Can Make You Sick," "Drugs Can Make You Healthy"

Student Handout, "Worksheet"

ESR II

WORKSHEET

Write answers to the following questions:

1. Who must give you a prescription drug?

2. What should you do before buying an over-the-counter drug?

3. What is a side effect?

4. How can a drug help one person and harm another?

Student Handout
Assessment (I:2)
Health 3

DRUGS CAN MAKE YOU SICK/ DRUGS CAN MAKE YOU HEALTHY

At some time or another, your mom or dad has probably given you a pain pill for a headache. Or, you may have been given a "shot" of medicine for an illness.

In each case, you took the drug because your doctor *prescribed* (pre-skribd´; given with medical direction) the drug for your pain or for illness or your mom or dad was told by your doctor that it was safe to give it to you. And the medicine made you feel better.

But when a person takes a drug without a doctor's order, he or she may be asking for trouble. In fact, that person could be harmed. The person could get very sick - even die.

People who take drugs to change the way they feel - without a prescription - are called drug *abusers* (a-byú-serz). That means that these persons are using drugs in the wrong way. It can also mean that they are hurting themselves.

How Drugs Are Abused

People can abuse or misuse drugs in many different ways. Taking too much of a drug can cause a drug *overdose* (ó-ver-dos; too much of the drug in the body). Or mixing two different types of drugs together can make a person very sick.

Everybody has a different rate of *absorption* (eb-sorb´-shun; how something gets into something else) in their body. This can affect how a drug works. Young people have a different absorption rate in their body than do adults because they are smaller.

What Parts of the Body Get Affected?

The central nervous system, made up of the brain and the spinal column, is an important part of the body often affected by drugs.

Drugs such as *amphetamines* (am-fet´-e-menz) affect the central nervous system. Speech and reflexes become fast and jerky.

Other drugs, such as alcohol, depress or slow the central nervous system. Speech becomes slurred and hard to understand. Large doses can affect a part of the brain called the *medulla* (me-doo´-le). The medulla controls important body functions such as breathing, coughing, and vomiting. If the medulla stops working, a person will die.

Organs such as the liver and the kidneys can be affected by drug abuses, too. These organs that break down or remove the drug can be harmed. The lungs, heart, and stomach can also be affected.

Student Handout
Reteaching (I:2)
Health 3

Drugs You Won't Find By Prescription

Now that you know that there are right ways and wrong ways to take certain drugs, you should know about the drugs that you shouldn't be taking at all. Some of them have actual medicinal purposes, but have been known to be abused by many people.

- *Recreational Drugs: Amphetamines* (am-fet´-e-menz), *marijuana* (mar-e-wa´-na), and *cocaine* (ko-kan´) are often called recreational drugs because some people use them as playthings - to get high. But these drugs can have a serious effect on a person.
  People who use amphetamines, once prescribed to help people lose weight, can develop heart, liver, and kidney problems. Their brain can become confused. They are unable to remember things and they can become all mixed up.
  Marijuana, used to help people with glaucoma (glaw-ko´-me; an eye disease), and cocaine, used as a numbing drug, can also be misused. Scientists have discovered that smoking marijuana harms the lungs, and cocaine can harm the nose, central nervous system, and can become addictive.

- *Household Drugs:* Chemicals such as *glues, paints*, and *sprays* found around your home can also be abused. They can be sniffed or inhaled. These substances are called *inhalants* (in-hal´-ents). They can damage the brain, liver, lungs, and kidneys. They can also paralyze (par´-e-liz; not able to move) the respiratory (res´-pe-re-to-re, breathing) system. Brain damage or death from lack of oxygen (ok´-si-gen; odorless gas which we breath in) can result.

Researchers have found that people who abuse drugs are seven times more likely to have a fatal accident. Abusers are 30 times more likely to die from a fall. And, they are 45 times more likely to be killed in a car or motorcycle accident.

Is getting high worth this?

HEALTH EDUCATION, GRADE 3

I. STRAND 9: DRUGS

OBJECTIVE 3: DESCRIBE EFFECTS OF ALCOHOL AND TOBACCO ON GENERAL HEALTH

Resources

TEACHING ACTIVITY: Discuss the effects of tobacco and alcohol on the body. Have students complete worksheet during the discussion. (Handout 1)

Tobacco - contains drugs, nicotine, tar, and carbon monoxide.

- Effects of nicotine on the body
  - speeds up the nervous system
  - heart beat faster
  - blood vessels become smaller; heart must work harder
  - addictive
- Effects of tar on the body
  - builds up in tubes of lungs
  - tar can lead to lung cancer

Alcohol
- slows down the nervous system
- loss of muscle control
- damage to some organs
- self-control

Choosing Good Health, pp. 159-163

HBJ *Health,* pp. 84-85

Copying Masters 101-102

Handout 1

Assessment: Have students answer "Yes" or "No" to the following questions:

1. Is alcohol a drug? *(Yes)*
2. Do soft drinks contain alcohol? *(No)*
3. Can children buy alcohol? *(No)*
4. Should people drink alcohol and drive? *(No)*
5. Should people drink alcohol when they are taking medicine? *(No)*

RETEACHING ACTIVITY: Have students complete HBJ Copying Masters 101, "Learning About Alcohol," and 102, "Smoking Tobacco." Use both activities as a basis for discussion on the effects of alcohol and tobacco.

EXTENSION: Help students realize the cost of cigarettes, drinking alcohol, and chewing tobacco. Have students think about this question: What things can a person buy if he/she does not use these drugs? Have students complete the worksheet on "Budget," Handout 2.

Handout 2

ENRICHMENT: Have students work together to create a 3-D diagram of the human body using discarded household items. Use the body diagram on Handout 3 as a reference. Divide the body diagram in half vertically with tape.

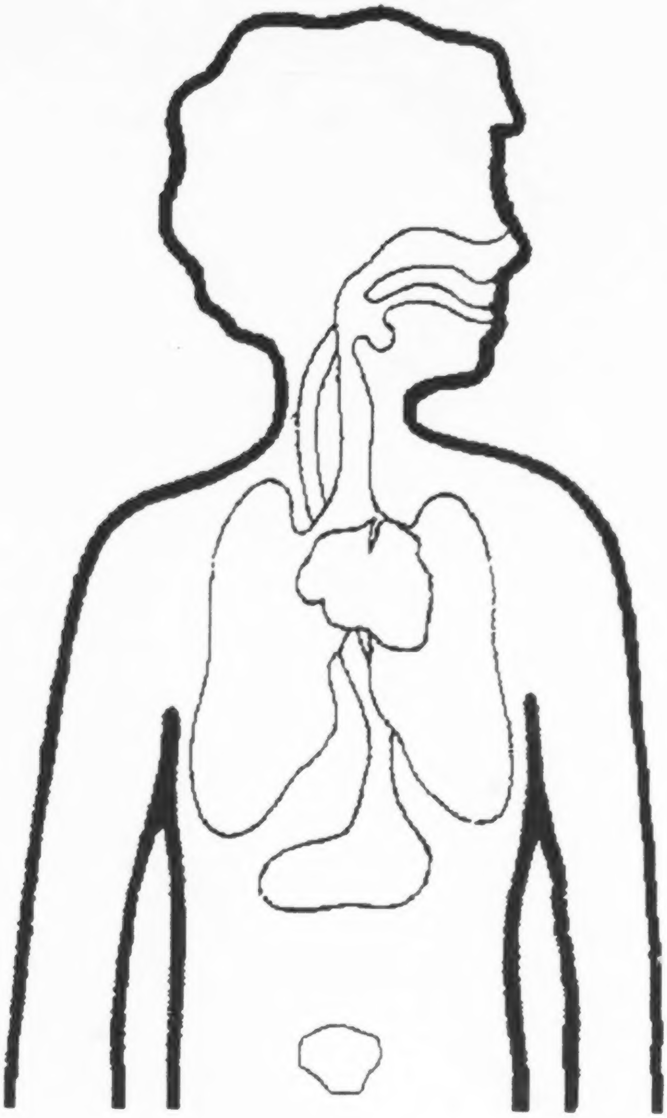
Handout 3

Instruct students to make one side of the body healthy and drug-free and the other side unhealthy from using tobacco, alcohol, and other drugs. The healthy side should be brightly colored and attractive to represent strength and energy, while the unhealthy side should be drab and splotchy to represent weakness and listlessness.

- Items which may be used: Old bleach bottles, margarine tubs, vacuum hoses, tape, egg cartons, paper towel and toilet paper rolls, other throw away items, paint, markers, construction paper, glue, scissors, tape

NAME ______________________________ DATE ______________________

BODY DIAGRAM



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American Lung Association of Maryland

Student Handout 3
Enrichment (I:3)
Health 3

ALCOHOL AND TOBACCO WORKSHEET

EFFECTS ON THE BODY

TOBACCO: **1. Nicotine**	
2. Tar	
ALCOHOL:	

Student Handout 1
Teaching Activity (I:3)
Health 3

NAME ______________________________ DATE ______________________

A BUDGET

Every week, Mr. and Mrs. Davidson follow a budget in order to pay their bills with the money they earn from their jobs. Each week, they save the following amounts for bills:

$ 25.00 - electricity, water, gas
$ 25.00 - house payment, rent
$ 25.00 - other bills (cable T.V., phone, credit cards)
$ 20.00 - food
$ 10.00 - other expenses (savings, recreation, travel, clothing, gifts)

If Mr. or Mrs. Davidson had a drug habit like smoking cigarettes on a regular basis, where in the budget do you think this cost might be covered?

How does drug use affect someone's spending habits?

Student Handout 2
Extension (I:3)
Health 3

GRADE THREE

SAFETY

Physical and Psychological Safety

Scope and Sequence

- Science
- Social Studies
- Health

SCIENCE
SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Practice safety in using materials and equipment	• Practice safety in the use of materials and equipment
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the five sense organs used to observe the environment. Safety: do not touch, pickup, or taste unknown objects or substances without adult supervision	• Identify various parts of plants used for food

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Accept responsibility for one's behavior at home and at school	• Select appropriate ways of dealing with one's personal and social responsibilities in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify one's personal role in terms of home, school, and neighborhood	• Develop a rationale describin the importance of civic participation in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Determine the need for rules in the home, school, and community	• Apply leadership qualities of honesty, sensitivity, and consideration in performing civic and social responsibilities
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Compare rules and authority figures in home, school, and community	• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Describe the functions of lawmakers
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Interpret the consequences for violations of rules/laws

SCIENCE
SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	
Explosions • Identify the formation of solution as a physical change and combining of substances with oxygen as a chemical change	**Weather Safety•** • Explain how different weather conditions are used to predict weather and the effect that they have on each other and on people	**Electrical Safety** • Demonstrate knowledge of electricity by comparing static and current electricity	
		• Demonstrate knowledge of electricity by classifying conductors and insulators and by comparing parallel and series circuits	

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Identify ways people show respect for public and private property	• Demonstrate good citizenship as measured by standards of conduct for the class, school, and community	• Demonstrate an understanding of the organization of the United States government	
• Interpret the consequences of violating community laws	• Explain how groups influence individual behavior	• Analyze historical documents and the rights, privileges and responsibilities set forth in each	
• Determine the critical attributes of local and state government.	• Compare and contrast governmental operations of the executive, legislative, and judicial roles at the local state and national levels		

HEALTH

SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Demonstrate respect for self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Exhibit positive attitude toward self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Distinguish between safe and unsafe behavior at home and at school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Explain how and when to dial emergency phone numbers
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety hazards at home and school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the role of immunization in disease prevention
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety rules for taking any drug

HEALTH

SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Recognize consequences of own behavior	• Recognize effects of various feelings on self and others including family members	• Differentiate between appropriate and inappropriate ways of expressing emotions	• Distinguish between responsible and irresponsible behavior
• Identify situations that demand decisions	• Describe various emotions found in self and others	• Identify personal characteristics that relate to a good mental self-concept	• Identify examples of showing the need for open communication between parents and children
• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Distinguish between emergency and non-emergency procedures	• Identify ways to build trust
• Recognize when a persons is in need of help	• Describe methods of accident prevention in home, school, and community	• Identify unsafe playground and crosswalk behavior	• Give examples of risk-taking behavior
• Identify personal health habits that help to prevent diseases	• Identify methods of preventing diseases including AIDS	• Outline procedures for escaping from disasters such as fire and tornadoes	• Identify general symptoms of life-threatening situations
• Explain how the proper use of medicine can help, while misuse of medicine can harm people	• Point out relationships of a healthy lifestyle to prevention of disease	• Describe importance of seeking professional help in emergency situations	• Identify proper first aid treatment for selected injuries such as burns and bruises
• Recognize that the use of illegal drugs is wrong and harmful	• Describe how the use of illegal drugs by children is wrong and harmful	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify factors which promote the spread of disease • Describe the most common diseases which may cause death, including AIDS

Physical and Psychological Safety Integrated Scope and Sequence

Integrated Scope and Sequence

PHYSICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Emergency phone numbers (H) • Seat belts (H) • Fire drills (SS,H,S) • Inappropriate touching (H,S) • Crosswalks (H) • Dealing with strangers (H) • Accidents and injuries (H)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Family members (SS,H) • School personnel (SS,H) • Neighbors (SS) • Community helpers (H)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Classroom safety rules (SS) • School safety rules (SS) • Family safety rules (SS) • Neighborhood safety rules (SS)

PSYCHOLOGICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Sharing (SS) • Acting responsibly (H) • Making personal choices and family decisions (SS)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Feeling special toward self and others (H)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Recognizing that feelings change (H)

SS=Social Studies, H=Health, S=Science. Represents current curriculum content.

Integrated Scope and Sequence

PHYSICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Poisonous Plants (S) • Medications (H) • Crosswalks (H) • Cars/buses (H) • Bicycle (H) • Fire (H,S) • Emergency procedures (H) • Inappropriate touching (H,S)	• Traffic laws (H) • Street signs (H) • Emergency procedures (H) • Fire hazards/drills (SS,H,S) • Inappropriate touching (H,S)	• Emergency/non-emergency situations (H,S) • Weather (H,S) • Dealing with strangers (H)	• Life-threatening situations (H,S) • Natural disasters (H,S) • Fire hazards/drills (SS,H,S) • Electrical Safety (S)
• Family members (SS,H) • Neighbors (SS) • Community helpers (SS,H)	• Community law makers (SS) • State law makers (SS) • U.S. Government (SS)	• State and local governments (SS, S)	• U.S. Government law makers (SS)
• Work safety rules (SS) • Community laws (SS) • Neighborhood safety rules (SS) • Community safety workers (SS)	• Civic responsibility toward safety, (i.e., traffic signs, littering) (SS,S,H)	• Good citizenship (SS) • Local responsibilities for safety (SS) • State responsibilities for safety (SS)	• National responsibilities for safety (SS,S)

PSYCHOLOGICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Identifying dangerous situations ((H) • Resolving individual and group conflicts (SS) • Saying "NO" (H)	• Respecting the personal rights and property of others (SS) • Asserting personal rights, i.e., personal comfort and space (H)	• Making personal decisions (SS) • Taking responsibility for choices (H)	• Identifying responsible and irresponsible behavior (H) • Preventing risk-taking behavior (H)
• Earning respect from others (H)	• Recognizing one's strengths (H) • Dealing with stress (H)	• Analyzing one's strengths, weaknesses, and accomplishments (H)	• Applying effective coping skills (H)
• Building trust (H) • Relating to negative and positive feelings of others (H)	• Relating negative and positive feelings of others (H)	• Relating to personal loss, i.e., divorce, death (H)	• Communicating feelings (H) • Relating to personal loss and injury, i.e., loosing a friend, rape, (H)

PHYSICAL SAFETY, GRADE 3

PRACTICES AND RULES OF SAFETY

Inappropriate Touching

(Local Objectives: H-B.1, B.2; S-2)

ACTIVITY: Have a student use the dictionary to find the word "abuse." Explain that abusive touches might include, but are not limited to, private parts. Have a discussion with students on their right to say "No" or "Stop" to any person, including adults, whose actions or touches cause them to be uncomfortable or have bad feeling inside. Have students role play "No" or "Stop" and report the incident to an adult.

Resources	
Instructional	Community
HBJ Health	#19 #30 #11

Assessment: Have students identify and respond to dangerous and uncomfortable "what if" situations.

PEOPLE HELP EACH OTHER TO BE SAFE

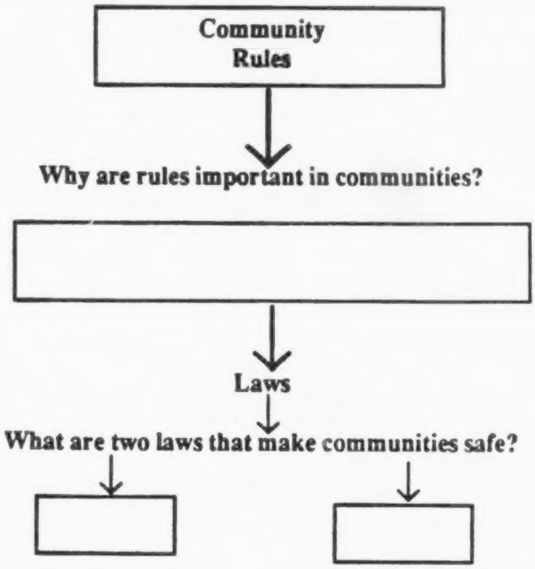
Community Law Makers

(Local Objectives: SS-A.1, D.1, D.2, D.3, D.4)

ACTIVITY: Have students relate any new stories they have heard concerning new laws in their community. Discuss why communities need governments. Ask why communities would not be safe without government. Invite a police officer from the community to come to your classroom and talk about community laws that help students to be aware of community safety. Help students prepare questions to ask the speaker.

Instructional	Community
HBJ Health, pp. 158-173	#24a #25

Assessment: Have students work with partners to complete the following diagram.


Community Rules
Why are rules important in communities?
Laws
What are two laws that make communities safe?

CIVIC RESPONSIBILITY TOWARD SAFETY

Civic Responsibility Toward Safety (i.e., Traffic Signs, Littering)

(Local Objectives: SS-A.1, D.1, D.2, D.3, D.4)

ACTIVITY: Give students three index cards labeled radio and TV news, telephone book, and signs. Give students situations such as the ones listed below and instruct them to hold up the card representing where they would go to get appropriate information on community safety.

Resources Instructional	Resources Community
HBJ Health, pp. 176-179	#17 #24a #25

Examples: emergency phone numbers
weather information
traffic safety
fire safety

Assessment: Have students write where they could find the following information:

- If there is going to be a flash flood warning
- What to do in case of a tornado
- If you need emergency help immediately
- Whether you can ride your bicycle in the park

PSYCHOLOGICAL SAFETY, GRADE 3

BEHAVIOR AND CONSEQUENCES

Asserting Personal Rights

(Local Objectives: H-B.1, B.2, H.1)

ACTIVITY: Define "assertiveness" as a "right to be yourself, protect yourself, and say NO to choices that make you uncomfortable." Discuss with students their right to refuse or leave a situation which makes them uncomfortable. Present a situation where an adult is disrespectful to a child. Have students brainstorm ways to handle the situation.

Assessment: Have students independently list two assertive responses to the following situations:

- Friends want you to smoke with them.
- An adult with whom you are uncomfortable insists that you give him/her a hug and a kiss.
- A friend asks you to skip school.

Resources: Instructional	Resources: Community
"How to Just Say No To Drugs," Mulberry Park, Inc., 1988/89 Catalog "A Kids Guide to Self-Protection," Mulberry Park, Inc., 1988/89 Catalog	#30 #15 #9 #33 #20 #19

DEVELOPING A POSITIVE SELF-CONCEPT

Recognizing One's Strengths

(Local Objectives: H-B.1, B.2)

ACTIVITY: Each day for one or more weeks, (period of time can be varied) give children a designated time period at the end of the period or day (10-15 min.) to record in a notebook or other special place about some accomplishment. They should draw a picture and/or write about something they did that day or describe some skill or knowledge they learned that day. At the end of the week (or designated time period) choose children who are willing to share one or more entries during a class discussion time.

Assessment: Have children draw up a summary list of skills or accomplishments or teacher revision diaries at end of designated activity time (1 week or more)

Resources: Instructional	Resources: Community
Activities for Developing Positive Self-Awareness, K-3 Milliken, p. 116	#15 #33 #20 #19

EMOTIONS AND THEIR EFFECTS

Relating Negative and Positive Feelings of Others

(Local Objectives: H-B.1, B.2)

ACTIVITY: Have students make a collage using a paper bag. They may use words, pictures, or drawing to illustrate things that give them positive and negative feelings. The outside of the bag represents the positive, and the inside represents the negative. Have students discuss their collages.

Assessment: Have students name two positive feelings and one negative feeling that they learned about a classmate.

Resources: Instructional	Resources: Community
Activities for Developing Positive Self-Awareness, K-3 Milliken *HBJ Health*, p. 15	#27 #33 #20 #19

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital**
Program: Presentations
Target Area: K-5
Contact: Social Services Department
Phone Number: 926-2544
Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association**
Program: Heart Treasure Chest Kit (Grades K-1)
Heart Explorers Kit (Grades 1-3)
Target Area: K-5
Contact: Pam Hodges or Patricia Evans
Phone Number: 732-1623
Description: Education to decrease heart disease.

3. **Agency: American Red Cross**
Program: Health Education and Safety
Target Area: Grade 4
Contact: Grace Palmer
Phone Number: 732-4491
Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.**
Program: Counseling/Presentations
Target Area: PreK-5
Contact: Sarah Brooke
Phone Number: 336-8311, ext. 420
Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.**
Program: Spruce Emergency Youth Shelter
Teen Talk--Confidential Counseling 336-TALK
Target Area: Grade 5
Contact: Counselor on duty
Phone Number: 877-4663
Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services**
Program: Presentations/Counseling
Target Area: K-5
Contact: Theresa Rembert
Phone Number: 926-1231
Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Center for Creative Living**
Program: A program for early childhood and elementary level school-age children. Parent-child counseling
Target Area: PreK-5
Contact: Diane McClain
Phone Number: 429-0521
Description: A learning center for creative thinking.

8. **Agency: Charter Hospital**
Target Area: Grade 5
Program: Substance Abuse, Self Esteem
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

9. **Agency: Circle T. Girl Scout, Inc.**
Target Area: K-5
Program: Presentations
Contact: Sandy Kautz
Phone Number: 737-7272
Description: Development of self-care skills.

10. **Agency: CPC Oak Bend Hospital**
Target Area: 1-5
Program: Counseling/Presentations
Contact: Denise Dugger
Phone Number: 346-6043
Description: Group and individual therapy on chemical dependency and psychiatric problems.

11. **Agency: Department of Human Services**
Target Area: PreK-5
Program: Presentations
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

12. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Target Area: Grade 5
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

13. **Agency: Family Services**
Target Area: K-5
Program: Counseling/Presentations
Contact: Margaret Kelson (for presentations)
Phone Number: 927-8884
Description: Individual, family and group counseling on a sliding fee scale. Presentations to teachers and parent groups. Play therapy is available.

14. **Agency: Fire Department, Fort Worth**
Target Area: K-5
Program: Fight Fire With Care
Learn Not to Burn
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

15. **Agency: First Texas Council of Camp Fire, Inc.** Program: I Can Do It, Too
Target Area: 1-3 Contact: Liz Fisk
Phone Number: 831-2111
Description: Self-reliance training skills program, teaching survival skills that children might need in the absence of adult supervision.

16. **Agency: Fort Worth Clean City, Inc.** Program: Sheriff Worth and Littering Lucy
Target Area: K-2
Contact: Sally Paremlee, Education Coordinator
Phone Number: 870-6306
Description: Volunteers assume characters of Sheriff Worth and Littering Lucy in a 20 minute educational presentation. Through interaction with two characters, students learn about the effects of littering.

17. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: K-5 Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

18. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: PreK-5
Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

19. **Agency: Fort Worth Girls Club** Program: Presentations on sexual abuse and dealing with stress
Target Area: 1-4
Contact: Sally De Foor
Phone Number: 926-0226
Description: Presentations on three programs: Kidability on anti-sex abuse program on assertiveness skills for 1st-4th grades; Kids Can Cope on dealing with stresses of life for 1st-4th grades; and Preventing Teen Pregnancy on how to talk to parents about sexuality.

20. **Agency: Fort Worth Independent School District** Program: Presentations/Consultation on Screening Community resources, programs and materials
Target Area: K-5
Contact: Sarah Brooke
336-8311, ext. 420
Frank Staton
336-8311, ext. 481
Marvin Boyd
878-3821
Description: Conduct presentations or arrange presentations on self-esteem, peer pressure reversal, communication skills, family dynamics, substance abuse, refocusing self-defeating behaviors, refusal skills, and helping children who live with chemically abusive adults.

21. **Agency:** **Fort Worth Independent School District**
Target Area: 1, 3, and 5
Program: Charlie
Contact: Marvin Boyd
Phone Number: 878-3821
Description: A drug education program which emphasizes living skills. The program is taught by parent or teacher volunteers, once a week for 24 weeks in grade 5, 17 weeks in grade 3, and 12 weeks in grade 1.

22. **Agency:** **Fort Worth Independent School District**
Target Area: Grade 5 at Dunbar Fifth and Sixth Grade Center and elementary schools in the North Side, Diamond Hill and Polytechnic High School Pyramids.
Program: DARE
Contact: Marvin Boyd
878-3821
Lt. John Ratliff
877-8050
Description: Life Skills Drug Program taught by specially selected and trained Fort Worth Police personnel. Classes are taught once a week for 17 weeks.

23. **Agency:** **Fort Worth Independent School District**
Target Area: 1-3
Program: McGruff being piloted in schools #80 and #64
Contact: Marvin Boyd
Phone Number: 878-3821
Description: A program which emphasizes safety including units on drugs.

24a. **Agency:** **Fort Worth Police Department**
Target Area: PreK-5
Program: Officer Friendly
Contact: Lt. John Ratliff
Phone Number: 877-8050
Description: Two uniformed police officers work full time in ten (10) elementary schools at all levels PreK-5 grades. The officers carry a message to the children of safety including the importance of being drug free. In addition to classroom presentations, the officers work with individual children, conduct field trips, and discuss safety issues, including peer pressure, and how to deal with strangers

24b. **Agency:** **Fort Worth Police Department**
Target Area: 3-5
Program: Presentation
Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

25. **Agency:** **Fort Worth Police Department**
Target Area: PreK-3
Program: Red Light/Green Light Program
Contact: Andrea Harbaugh, Crime Prevention Specialist
Phone Number: 870-6600
Description: Personal safety program designed for children; film-discussion format; many topics covered.

26. **Agency:** **March of Dimes**
Target Area: K-5
Program: Presentations on Safety
Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

27. **Agency:** **Mental Health Association of Tarrant County**
Target Area: K-5
Program: Early Learning Materials and Felt Board Stories on identifying feelings
Contact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

28. **Agency:** **Parenting Guidance Center**
Target Area: K-5
Program: Effective Parenting
Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

29. **Agency:** **Poison Control Program**
Target Area: PreK-2
Program: Poison Prevention Education with Cook Fort Worth Children's Hospital
Contact: Deborah Rubinson
Phone Number: 885-4371
Description: Program available to K-2 on a limited basis in fall and spring; fifteen minute program on poison prevention, demonstrated by use of puppets; slide presentation available for older children.

30. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: K-5
Program: Play It Safe
Contact: Susan Loving Harris
Phone Number: 927-4039
Description: Personal safety with focus on sexual abuse.

31. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: K-5
Program: Counseling and emotional support for rape victims
Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

32. **Agency:** **Safety Council of Fort Worth and Tarrant County, Inc.**
Target Area: PreK-5
Program: Safety Education Programs
Contact: Rommie E. Terrell
Phone Number: 831-0641
Description: School groups on safety education: Accident prevention and home safety.

33. **Agency:** **Tarrant Council on Alcoholism and Drug Abuse**
Program: Drug Education Puppet Show
Target Area: K-4
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Three different puppet shows aimed at different age groups (K-4); program for older youth above 6th grade. Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

34. **Agency:** **The Treatment Place (Parents United)**
Program: Individual therapy for the abused and abuser
Target Area: 1-5
Contact: Rita Foust
Phone Number: 877-3440 (24 hours)
Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

Health
GRADE FOUR
OBJECTIVES

THE LEARNER WILL	ESSENTIAL ELEMENTS
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Develop a list of daily health care habits	1A-C
2. Explain the need for health care during childhood	3A, 1A
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Identify positive ways of expressing emotions	1Aii
2. Differentiate between appropriate and inappropriate ways of expressing emotions	1Aii
3. Explain the role of the family in developing a self-concept and handling emotions	1Aii,2C
4. Identify personal characteristics that relate to a good self-concept	1Aii
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Distinguish between individuals (doctors) and agencies (public health center) that contribute to maintaining a healthy community	3A
2. List major causes of noise, air, and water pollution	3C
3. Relate pollution control to disease prevention	2B,3C
4. Identify different types of handicaps that require special consideration	3B
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Describe the effects of vigorous exercise on the circulatory and respiratory systems	1Ai
2. Explain the relationship of physical activity to total fitness	1Ai
E. NUTRITION	
Examine the major concepts of nutrition	
1. Identify the six basic nutrients	1D
2. Develop a one-day balanced meal plan	1D
3. Describe energy needs in terms of calories	1D

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Identify symptoms and treatment of the common cold and flu	2B
2. Identify factors which promote the spread of disease, including AIDS	2B,3B
3. Describe treatment and prevention of communicable and noncommunicable diseases, including AIDS	2B,3B
4. Explain how personal responsibility relates to disease prevention	3B
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Explain individual growth rate	1Aii
2. Explain the relationship among tissues, organs, and body systems	1Aii
3. Identify the anatomy and functions of the eyes, ears, and teeth	1Aii
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Distinguish between emergency and nonemergency procedures	1F
2. Identify unsafe playground and crosswalk behavior	1G
3. Outline procedures for escaping from disasters such as fire and tornadoes	1F,G
4. Relate importance of seeking professional help in emergency situations	1F
5. Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	1G
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. Explain why the use of alcohol, tobacco, marijuana, and other drugs is wrong and harmful	1E
2. List harmful outcomes of drug abuse in the areas of school achievement, personal health, family well-being, getting and keeping a job, and prediction of future happiness	1Aii,1E
3. Identify ways in which advertisements influence the use and misuse of drugs	1E,2A
4. Describe the effects of peer pressure on making choices about taking drugs	1Aii,1E

Health Grade 4
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
The nine health strands, (major objectives) may be taught in any order. The objectives below are to be taught in the following order when the specified strand is taught.	*Choosing Good Health*, Grade 4
E. NUTRITION	
Examine the major concepts of nutrition	
1. Identify the six basic nutrients (1D)	102-105
2. Develop a one-day balanced meal plan (1D)	11-114
3. Describe energy needs in terms of calories (1D)	106-110
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Identify symptoms and treatment of the common cold and flu (2B)	168
2. Identify factors which promote the spread of diseases, including AIDS (2B, 3B)	170-171
3. Describe treatment and prevention of communicable and noncommunicable diseases, including AIDS (2B, 3B)	180-84
4. Explain how personal responsibility relates to disease prevention (3B)	179
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Explain individual growth rate (1Aii)	39
2. Explain the relationship among tissues, organs, and body (1Aii)	34-38
3. Identify the anatomy and functions of the eyes, ears, and teeth (1Aii)	57-68
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Distinguish between emergency and nonemergency procedures (1F)	94-96
4. Relate importance of seeking professional help in emergency situations (1F)	94
5. Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	94-96
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
3. Identify ways in which advertisements influence the use and misuse of drugs (1E, 2A)	150

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives* (Essential Elements)	Resources
1. Explain why the use of alcohol, tobacco, marijuana, and other drugs is wrong and harmful (1E)	153-158
2. List harmful outcomes of drug abuse in the areas of school achievement, personal health, family well-being, getting and keeping a job, and prediction of future happiness (1Aii, 1E)	153-158
4. Describe the effects of peer pressure on making choices about taking drugs (1Aii, 1E)	157, 161

Non-Sequential Objectives* (Essential Elements)	Resources
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Develop a list of daily health care habits that contribute to good oral health as well as good health in general (1A-C)	64-68
2. Explain the need for health care during childhood (1A, 3A)	12-16
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Identify positive ways of expressing emotions (1Aii)	12-20
2. Differentiate between appropriate and inappropriate ways of expressing emotions (1Aii)	12-20
3. Identify situations in which family members can help each other solve problems (1Aii, 2C)	12-20
4. Identify personal characteristics that relate to a good mental self-concept (1Aii)	12-20
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Distinguish between individuals (doctors) and agencies (public health center) that contribute to maintaining a healthy community (3A)	200-203
2. List major causes of noise, air, and water pollution (3C)	194-197
3. Relate pollution control to disease prevention (2B, 3C)	190-193
4. Identify different types of handicaps that require special consideration (3B)	190-193

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives* (Essential Elements)	Resources
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Describe the effects of vigorous exercise on the circulatory and respiratory systems (1Ai)	126-129
2. Explain the relationship of physical activity to total fitness (1Ai)	130-131
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries.	
2. Identify unsafe playground and crosswalk behavior (1C)	89-93
3. Outline procedures for escaping from disasters such as fire and tornadoes (1F, C)	93

***Certain objectives are taught throughout the course/grade level.**

HEALTH EDUCATION, GRADE 4

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 1: DEVELOP A LIST OF DAILY HEALTH CARE HABITS

TEACHING ACTIVITY: Eyes and Ears (*Choosing Good Health*, pp. 55-63)

Using the pages in *Choosing Good Health* as a guide, discuss caring for the eyes and ears. Stress that caring for eyes and ears is an important daily habit. Have students look at and discuss the optical illusions on p. 63.

Assessment: Check comprehension:

Have students answer the questions on p. 62 of *Choosing Good Health* either orally or in writing to evaluate lesson comprehension.

TEACHING ACTIVITY: Teeth (*Choosing Good Health*, pp. 64-68)

Discuss proper techniques for brushing and flossing. Be sure to stress reasons why proper care of the teeth is important. Using the letters of the alphabet, have students write sentences that name good dental health habits. (Example: Apples are good for your teeth.)

Assessment: Check comprehension:

Discuss the questions on p. 68 of *Choosing Good Health* or have students write the answers. Evaluate for comprehension of subject matter.

TEACHING ACTIVITY: Using Health Products (Choosing Good Health, pp. 69-73)

Have students bring a health product from home. Discuss the different brands. Have students make a list of the health products they need to practice good daily health care habits. Lists should include soap, shampoo, toothpaste, and dental floss.

Assessment: Have students make a log of their typical daily schedule. Have them record their health care activities. Check the papers for completeness. Then give students a marker and have them highlight their daily health care habits. Encourage them to take the list home and refer to it daily.

Resources

Choosing Good Health
pp. 55-73

HEALTH EDUCATION, GRADE 4

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: EXPLAIN THE NEED FOR HEALTH CARE DURING CHILDHOOD

TEACHING ACTIVITY: Group Discussion
Ask students to raise their hands if they have ever been to the doctor or dentist. Ask why they went. Discuss their reasons (to get well; for a check-up, cavities, and cleaning; for vaccines). Discuss preventive medicine and reasons for vaccines and checkups.

TEACHING ACTIVITY: Group Discussion
Have students suggest ways to stay healthy and things they can do every day to take care of themselves. List the suggestions on the chalkboard. Suggested responses: eat right, exercise, get enough rest, see the doctor and dentist for regular checkups, practice good daily health habits.

Assessment: Have students write a paragraph evaluating their own health and fitness. Have them include their strengths and weaknesses regarding taking care of their health. Then have them tell what factors contribute to their strengths (regular check-ups, play sports, etc.) and steps they can take to improve their weak areas (eat better, exercise more, etc.).

TEACHING ACTIVITY: Have students pantomime being very old. Ask volunteers to describe a health problem. Have the students suggest ways to avoid such problems while young. (Example: bent over, back hurts - good posture and exercise)

EXTENSION: Have students make a poster listing steps to good health. They may include magazine pictures illustrating the steps. Evaluate posters for completeness.

RETEACHING: Have a pediatrician talk to the students about the importance of children their age making responsible choices about taking care of their health.

Resources

Choosing Good Health,
pp. 179, 180

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 1: IDENTIFY POSITIVE WAYS OF EXPRESSING EMOTIONS

TEACHING ACTIVITY: Using the "Expressing Your Emotions" information sheet, discuss with class positive ways of expressing emotions.

Example: If a person is angry, he should do physical activities or something else that he/she enjoys.

Tell children that crying, laughing, discussing problems, studying the problem (maybe there has been a misunderstanding), drawing the problem, and writing about the problem are positive ways to express emotions. Tell them being mature means expressing emotions in appropriate ways.

Assessment: Have students choose three emotions and state a positive way of expressing those emotions.

Example: Anger - discuss the problem.
Worry - study the problem.
Jealousy - study person you are jealous of; for instance, if you are jealous of someone with a bicycle, ask that person about it. You may find out that they saved their own money for a year in order to buy it themselves. Would you have any reason to feel jealous?

TEACHING ACTIVITY: Show on a transparency the different feelings discussed so far in the lesson. Discuss the importance of expressing positive emotions in the family setting. Have students develop a list of ways to express positive feelings toward parents, guardians, and siblings. Emphasize the responsibility of family members to promote the best in other family members. Encourage each student to select an action from the list and follow through by expressing a positive emotion toward a family member.

Assessment: Have students keep an Emotion Diary for three days, listing emotions they experienced daily. Have students draw a face illustrating each emotion. By recording emotions, students become more aware of their emotions.

RETEACHING ACTIVITY: Prepare a set of short scenarios, each of which highlights a specific behavior relevant to the students' everyday lives. Have students correctly identify each behavior as a healthful behavior or a risky behavior. Ask students to explain their reasoning.

EXTENSION: Wanting to do things perfectly all the time may cause stress and affect self-concepts and emotions. Have students choose a situation in which they see themselves as perfectionists. Analyze how this affects each area of their health. Have them design a plan to use their perfectionism in a positive way. After two weeks, discuss the results with each student.

Resources

Choosing Good Health,
pp. 12-20

Article,
"Expressing
Your
Emotions,"

INFORMATION SHEET

Expressing Your Emotions

Emotions are the feelings you have inside you. You may feel many different emotions. Here are some examples.

- You often visit your grandparents who live in another city. You feel love for them. **Love** is a strong feeling for someone or something.
- You have homework to do, but you watch TV instead. You feel guilt. **Guilt** is the feeling that something you are doing is wrong.
- Your friend tells something about you that is not true. You feel anger. **Anger** is a strong, unfriendly feeling. It often results from feeling hurt or harmed.
- Your best friend has been invited to a party. You were not asked to go. You experience jealousy. **Jealousy** is the feeling that you should have what someone else has.

Other Emotions	
Happiness	a feeling of pleasure or joy
Sadness	a feeling of unhappiness or loss
Pride	a feeling of happiness about something you have done
Fear	a feeling of danger

How you express your emotions affects your health. For example, suppose you feel love for your grandparents. You show love by writing them a letter. You hug them when they visit. You are showing emotions in healthful ways. Both you and your grandparents feel good about your love for them.

Suppose you feel anger toward a friend who tells something false about you. To get even, you tell false things about your friend. When you do this, you are showing your anger in a harmful way. It would be healthful to talk to your friend. Tell your friend how you feel. Ask your friend not to say false things about you.

When you feel an emotion, answer these questions.

- What emotion am I feeling?
- Why do I feel this way?
- What are healthful ways to express this emotion?

- Explain that young people experience many feelings each day. However, there are different ways to express feelings. Being mature means expressing feelings in appropriate ways.

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 2: DIFFERENTIATE BETWEEN APPROPRIATE AND INAPPROPRIATE WAYS OF EXPRESSING EMOTIONS

Resources

TEACHING ACTIVITY: Discuss with students appropriate and inappropriate ways of expressing emotions.

Choosing Good Health, pp. 12-20

Example: Positive - Count to 10 and cool off
Negative - Fight

Example: Positive - Ask questions
Negative - Pretend to know

Divide students into groups and have each group make a list of positive and negative ways to express emotions. Have each group report their list to the class.

Handout

Review with the students the list of emotions from Objective 1. Relate to students some of the consequences which may result by not expressing emotions appropriately: they may not sleep well; they may have headaches or stomach aches; also, if they do not learn to express emotions positively over the years, they may develop a negative attitude toward life. The result could be an unhealthy person, both mentally and physically.

Assessment: Have students choose three emotions. Have them write one appropriate and one inappropriate way to express each emotion. Duplicate and have students complete the handout (check list) of appropriate and inappropriate ways of expressing emotions.

EXTENSION: Have students create a scenario which involves one or more emotions. The scenario is to include appropriate and an inappropriate way of handling the emotion(s). If applicable, ask volunteers to select students to help act out the scenario. Discuss the scenarios with the class and elicit their opinions about the activity.

APPROPRIATE AND INAPPROPRIATE BEHAVIORS

Place a check to indicate whether the activities below are appropriate or inappropriate for expressing emotions.

	APPROPRIATE	INAPPROPRIATE		APPROPRIATE	INAPPROPRIATE
Listening to music			Overworking		
Physical activity			Self pity		
Cleaning the house			Having temper tantrum		
Smoking cigarettes			Going for a ride		
Over-eating			Praying		
Drinking liquor			Chewing gum		
Knitting/sewing			Spending money		
Cooking			Writing poetry		
Taking drugs (street or prescribed)			Trying to ignore the problem		
Daydreaming			Biting your fingernails		
Pretend it doesn't bother you			"Moping" -- isolate yourself, do nothing		
Thinking things over			Playing an instrument		
Talking with friends			Watching T.V.		
Leaving town			Talking to a therapist		
Throwing things			Talking to yourself		
Going to a movie or watching TV			Add your other ways here:		

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 3: EXPLAIN THE ROLE OF THE FAMILY IN DEVELOPING A SELF-CONCEPT AND HANDLING EMOTIONS

TEACHING ACTIVITY: Have students read and discuss pp. 22-28 in *Choosing Good Health*. Give emphasis to the section on "Family," pp. 23-24.

Assessment: Have students answer questions 5-8 in *Choosing Good Health*, p. 31.

TEACHING ACTIVITY: Discuss with students "The Importance of the Family," Handout 1. Encourage students to volunteer telling about experiences with their families that relate to the discussion.

Assessment: Have students explain the role of the family in developing a self-concept and handling emotions by completing and then discussing the chart on Handout 2, "Sharing Feelings."

EXTENSION: Have students develop a "Family Tree Feelings Log." Students will interview a family member (father, mother, or grandparent) about how their family made them feel loved. The student will record the interview in writing or on tape.

NOTE: A letter should be sent home to the parent explaining the project.

Resources

Choosing Good Health,
pp. 22-28, 31

Handouts 1, 2

THE IMPORTANCE OF THE FAMILY

Your family was the first to have an effect on your self-concept. When you were a baby, you were held and cared for. As you grew older, you learned to walk, feed yourself, and tie your shoes. Your family taught you other skills. You began to feel important and to have a good self-concept.

Your family will help your self-concept by giving you support. Most likely you share your school papers with your family. They praise you when you have done well. Family members encourage you if you have a problem. Your family helps you feel loved.

Your family teaches you how to behave toward others. They teach you to be understanding. To be understanding is to care about how other people feel. Your family also teaches you to be respectful. To be respectful is to believe that the feelings of others are important. Being respectful is a way to show others that their feelings are important to you.

Your family teaches you to be responsible. When you are responsible, others can depend on you to do what you say you will do. Your family also teaches you self-control. Self-control is the ability to have power over your actions. You practice self-control when you behave in caring ways when you are with others. Your family teaches you to be loving. A loving person is someone who is respectful, understanding, responsible, and has self-control.

Student Handout 1
Teaching Activity (B:3)
Health 4

SHARING FEELINGS

DIRECTIONS:

1. Here are some situations that might cause you to have strong feelings.
2. Read each situation carefully.
3. Choose one or more of the emotions you might feel from the list.
4. Write them in the space provided.
5. Decide with whom you would like to share these feelings. Write the names of these persons in the space provided.

EMOTIONS YOU MIGHT FEEL

angry/mad
afraid
hate
sad
lonely
happy
excited
embarrassed
jealous
proud

love
shame
joy
stupid
clumsy
worried
frustrated
puzzled
depressed
confused

SITUATION	FEELINGS	SHARE WITH WHOM?
1. Your pet dog has been killed by an automobile.		
2. You open your presents on Christmas morning.		
3. You are invited to your best friend's birthday party.		
4. You are sent to your room for punishment.		
5. Your mother got a promotion at work.		
6. You father tells you how pleased he is that you are doing well in school.		
7. You are having trouble understanding the arithmetic lesson.		
8. You get blamed for something you did not do.		
9. You did something you should not have done. Your brother squeals on you.		
10. You tripped and fell and got a black eye.		

Student Handout 2
Teaching Activity (B:3)
Health 4

B. STRAND 2: MENTAL AND SOCIAL HEALTH

Resources

OBJECTIVE 4: IDENTIFY PERSONAL CHARACTERISTICS THAT RELATE TO A POSITIVE SELF-CONCEPT

TEACHING ACTIVITY: Discuss with students the word "strength" and what it means in regard to a person's characteristics. Have students complete the activity, "My Special Talents," Handout 1.

Choosing Good Health, pp. 11-21, 30-31

Assessment: Have students write in their notebooks one characteristic that they feel needs improving before it can be considered a strength. Have them write two things that they could do to strengthen this characteristic. As they perform or accomplish the two things, have them record what they said or did. At the end of one week, have volunteers share their accomplishments.

Handout 1

TEACHING ACTIVITY: Have students play a personality game with friends. Divide the class into groups of five. Each person in the group will need a piece of paper and a pencil. Have each student write three traits about himself or herself. These should be personality traits, not physical traits. Place the pieces of paper into a small box. Have one student at a time draw a piece of paper and read it to the group. The other group members will guess who is being described.

Assessment: Encourage students to discuss why personality traits might be very different. Ask students how they felt when classmates identified them from a list which they themselves wrote?

RETEACHING ACTIVITY: Have students read pp. 11-21, in *Choosing Good Health.* Have them complete "Word Activity," 1 - 6, p. 30, and "Checking up," 1 - 4.

EXTENSION: Have students design a mobile to hang in the classroom. The students will write on each component of the mobile or draw a picture of a personal characteristic that makes them feel good about themselves. Have them leave one component blank. When the students have improved a characteristic to the extent that it can be considered a strength, have them write on the blank component. They may share with the class how they improved this characteristic.

MY SPECIAL TALENTS

The Nez Perce Indians developed the famous Appaloosa horse and became famous for that. Each of us can develop a skill, a talent, or a personal quality to bring us pleasure, satisfaction, and the appreciation of family, friends, and others. These things build our self-esteem.

My name is ______________________________ and the special abilities, talents, and characteristics I see in myself are ______________________________

____

____

My family thinks I do well at or have a special talent for ______________________________

____

____

This is something a teacher likes best about me, or thinks I have a "flair" for:

____

____

____

Here is my plan for building and strengthening a talent, skill, or quality I have. (List at least two ways to improve yourself): ______________________________

____

____

____

____

____

Student Handout 1
Teaching Activity (B:4)
Health 4

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 1: DISTINGUISH BETWEEN VARIOUS INDIVIDUALS AND AGENCIES THAT CONTRIBUTE TO MAINTAINING A HEALTHY COMMUNITY

TEACHING ACTIVITY: Define "community health service" as people and agencies that take care of the health needs of people in the community. They include areas of mental health, alcohol and drug abuse, safety, and nutrition. Discuss the jobs of the city health department (shots, blood tests, check kitchens) and state health department (check water, spread of disease, publish health pamplets).

Assessment: Divide students into small groups. Using old telephone books, have students list individuals and agencies that help keep the environment healthy.

TEACHING ACTIVITY: Divide the class into groups and assign for study individuals in the community (doctor, dentist, sanitary worker, etc.) and community agencies (public health center, hospitals, etc.). Have students write a letter either asking for answers to questions or for material and mail. Use the telephone book to compile addresses. When information is returned, make a class file.

Assessment: Students will complete a worksheet that requires them to categorize the names of helpers in the community as being individuals or agencies.

EXTENSION: Have students select an individual or agency from the handout. Have them choose a "career for the day." They may be an individual in an environmental job, or they may be the head of an environmental agency. Each student is to present orally to the class who he/she is, why he/she chose the particular career, and what plans he/she has to help with the control of pollution.

Resources

Choosing Good Health,
pp. 200-205

Current Health,
Sept. '88,
"Careers for a Healthy World,"
pp. 12-13

Handout

HEALTHY COMMUNITY

Put a check in the correct box.

Individual		Agency
☐	1. Hospital	☐
☐	2. School nurse	☐
☐	3. Poison control center	☐
☐	4. Surgeon	☐
☐	5. Water treatment plant	☐
☐	6. Policeman	☐
☐	7. Environmental Protection Agency (EPA)	☐
☐	8. Trash collector	☐
☐	9. Aluminum recycling center	☐
☐	10. Dentist	☐
☐	11. American Heart Association	☐

Student Handout
Assessment (C:1)
Health 4

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 2: LIST MAJOR CAUSES OF NOISE, AIR, AND WATER POLLUTION

TEACHING ACTIVITY: Define pollution. Discuss different kinds of pollution and the causes of each.

Noise pollution - Discuss which jobs require protective ear pieces.
Airplanes
Trains
Motorcycles
Loud music
Construction equipment

Read to students, "Noise Pollution," from *Current Health.* (Teacher Resource) Discuss.

Air pollution
Caused by particles in the air and some gases. Burning fuel is the leading cause: cars, trucks, trains, factories, also burning trash.

Water pollution
Caused by waste dumped into water, farmers using chemicals on crops, run-off from landfills, boats on lakes.
Discuss what a water treatment plant does. Define sewage.
Summarize article "Danger - No Swimming," *Current Health.* (Handout) Discuss main ideas with students.

Assessment: Have students divide a sheet of paper into three sections with heading for causes of noise, air, and water pollution. Students are to list as many causes as they can think of under each heading.

RETEACHING ACTIVITY: Read with students from textbook. Have students list ideas on causes of pollution. (*Choosing Good Health*, pp. 194-197) Share ideas and have students add to their lists.

Assessment: Read sentence strips with causes of pollution written on them. Have students write them under the proper heading on a sheet of paper. (Some may be used more than once.)

EXTENSION: Have students evaluate themselves as persons who protect the environment by preventing pollution. On a scale of 1 to 10, how would students rate themselves in each category below.
1 = does nothing to prevent pollution; 10 = does everything to prevent pollution.

Noise pollution prevention (1 to 10)______
Air pollution prevention (1 to 10)______
Water pollution prevention (1 to 10)______
Total ______
Total + 3= Average Rating ______

After rating himself/herself, have each student explain which areas of prevention need most improvement? In other words, what can he/she do better?

Resources

Choosing Good Health,
pp. 194-198

Current Health,
May '83
"Danger: No Swimming"
pp. 26-27
Current Health,
May '88,
"Noise Pollution"
Teacher Resource

Student Handouts

DANGER - NO SWIMMING!

A quiet pond on a hot summer day may be inviting, but how do you know if the water is safe and free of pollution? Many lakes, ponds, and rivers are *contaminated* (made impure by the addition of harmful substances). They are, therefore, unsafe and unhealthy to swim in.

Waters may be polluted from two types of sources. *Point sources* are certain areas where pollutants enter a body of water. This type includes sewage and water treatment plants, sewers, factories, and storm water pipes. Materials from these sources may include toxic chemicals, heavy metals, and substances that cause cancer.

More than 50 percent of the nation's water pollutants come from what are called *nonpoint sources*, which cover larger areas. Examples are storm water runoff, runoff from construction projects and sanitary landfills, and air pollutants. Pollutants from these sources include *sediments* (solid particles that settle to the bottom of a liquid), chemicals, toxic metals, and disease-causing viruses and bacteria.

What does this have to do with swimming? Well, if you swim in waters polluted by these materials, you can get sick. One example is *hepatitis* (an inflammation of the liver), a serious disease that has been traced to contaminated water, among other causes. Symptoms include fever, weakness, loss of appetite, headaches, and muscle pains. Swimming where raw sewage flows into the water is just asking for a case of hepatitis.

Other illnesses you may come down with include *staph* infections, short for *staphylococcal* bacteria. This could take the form of a red, itchy, skin rash, or a bloodstream infection if you had an open wound when you went into the water. Staph infections are often stubborn to clear up and may affect many parts of the body.

Rashes and itching may also result from *parasites* picked up in the water. Tiny in size, the "bugs" live in certain bodies of water and attach themselves to the swimmer's skin. Medicine will help the itching, as will staying out of the water.

Another side effect of swimming in polluted waters is earaches. Contaminated water carries materials that can irritate and infect our delicate inner ear. If you've ever had an earache, you know it's no fun.

There are other problems that can develop if you swim in polluted waters. If you swallow water while swimming (most people do!), the water may make you sick to your stomach, cause diarrhea, and other disorders as well. Your nose may also become irritated and swollen, making breathing difficult.

Another type of pollution that affects ponds, lakes, and streams is acid rain. In New York's Adirondack Mountains more than 200 beautiful lakes are dead, and even more are dying. These bodies of water don't look polluted and are, in fact, very clear. The "dead" water is clear because it supports no life. The high acidity of these lakes prevents fish and other aquatic life from living there. Even microorganisms that break down organic matter are gone. The whole ecosystem in these bodies of water has been destroyed.

Acid rain is a kind of air pollution that comes from waste materials that form when coal is burned. These wastes mix with the moisture in the air and turn into acids. These acids return to the earth with rain, snow, and sleet.

There seems to be little danger to humans from swimming in acid-rains waters. Long-term effects, however, are not known. It is probably a good idea to avoid swimming in bodies of water polluted by acid rain.

We have covered some of the reasons why you should avoid swimming in polluted waters. Pay attention to bacterial counts posted at beaches and always obey "No Swimming" signs. The magic of the old swimming hole may have to be replaced by the safer public swimming pool.

What's being done about water pollution? Laws have been passed to make industries safely dispose of their wastes. The Clean Air Act and recent Environmental Protection Agency recommendations have helped to make our waters cleaner and safer. The Federal Water Pollution Control Act amendments require all states to have swimmable, fishable waters by 1983.

The waters of our country have long been a source of pleasure and beauty. Whether we enjoy swimming, boating, or fishing, we seek out lakes, streams, and ponds. We must all do our part to preserve these bodies of water and curb pollution. Once contaminated, bodies of water may never return to their pre-pollution state. If that happens, these waters may be forever lost to us.

Student Handout
Teaching Activity (C:2)
Health 4

A Quiet Talk About a Loud Subject:

NOISE POLLUTION

It was Saturday afternoon and time for the *Unpleasant Houseguests* to practice in Matt Edwards' family room.

Matt knew that his mother really liked the *Unpleasants*, as she had jokingly nicknamed the rock band (whose real name was "*The Change*"). But every Saturday she would ask the boys to lower the volume on their *amplifiers* (am′-plə-fī-ərs; sound enhancing speakers). She claimed the loud music could damage their hearing. She also said it gave her a headache and made her ears ring.

This particular Saturday afternoon, Mrs. Edwards was vacuuming the living room while the boys began to practice.

Matt began to beat a steady rhythm on his bass drum. Then he hit the cymbal with a sharp, *metallic* (mə-tal′-ik; metal-like) clash. Dan, the bass guitarist, played a fast run. Loud rumbling music boomed out of his amplifier. Marshall, the lead guitarist, played some high, wailing notes. Matt shivered a little at the *shrill* (high-pitched) sounds. Steve, the rhythm guitarist, turned the volume up on his amplifier. He couldn't hear himself play. He fingered some crashing chords.

Dan shouted, "All right!" but Steve couldn't hear him. Dan signaled "thumbs up" to Steve. Sign language worked better than talking at these practices.

Mrs. Edwards sighed. Her Saturday afternoon headache was starting earlier than usual.

"Mom," shouted Matt from the family room, "please turn off the vacuum cleaner. We can't hear ourselves play."

Mrs. Edwards didn't hear Matt. Oh, well, Matt thought, we'll just have to play louder to drown out the vacuum cleaner.

Mrs. Edwards felt crabby and short-tempered. "I can't hear myself think," she complained.

In the backyard, Mr. Edwards was using his gasoline-powered riding lawn mower. The buzzing of the mower was too much for Mrs. Edwards. She waved at Mr. Edwards and motioned for him to come into the house.

"All this noise is making me feel so irritable," she told him. "Please ask the *Unpleasants* to

stop playing for a while. We all need to have a quiet talk about a loud subject."

Noise as Stress

The *Unpleasants* and Mr. and Mrs. Edwards sat comfortably in the quiet family room.

"There's too much noise *pollution* (pə-lü′-shən; unwanted sound, or sound that interferes with the environment) around here," said Mrs. Edwards. "Too much noise is bad for everyone's health, and not just their hearing. What do you think we can do about it?"

Marshall said, "Sorry our amps were turned up so high, Mrs. Edwards. We'll try to play softer. I know loud noises aren't good for my ears. But how can noise hurt the rest of my body?"

"Noise is a stress," said Mrs. Edwards. "You saw how cranky I got from noise today."

Mr. Edwards said, "Do you boys know that almost any part of your body can be stressed by *any* unwanted sounds that you're exposed to? Just listening to sounds louder than 85 *decibels* (des´-ə-bels; measure of loudness) for a long time can produce stress and can permanently damage your hearing. Even lower decibel levels can affect certain people who are extra sensitive."

"How many decibels is rock music?" asked Steve.

Mrs. Edwards said, "Any loud music measures up to 130 decibels."

Mr. Edwards explained: "Your entire body reacts to noise. If the noise is sudden, you blink or tense your muscles. You may even perspire. Your heart rate and blood pressure level go up. The pupils of your eyes *dilate* (dī´-lāt; get wider), your heart and breathing rates get faster. Stomach acid increases, and hormones pour into the bloodstream. All these reactions that you can't control are ways that your body responds to noise."

"Even when sound may not be loud enough to cause permanent hearing loss," said Mrs. Edwards, "exposure to noise over a long period of time causes stress that is linked to headaches, ulcers, and high blood pressure. When noise interrupts your sleep, you become tired and jumpy and you aren't able to handle everyday problems very well. So noise causes stress on all body systems."

Bad Vibes for the Body

Steve said, "I learned in physical education class that because noise can interfere with your rest and relaxation, it can affect your general health."

"When I felt all stressed out from noise," said Mrs. Edwards, "it was as if I were in the middle of a runway with a jet plane taking off—which is more than 140 decibels."

Dan said, "So noise is bad for your ears, your heart, your blood vessels, your blood pressure, and your breathing rate. Does that mean we shouldn't listen to any music or mow the lawn?"

The *Unpleasants* laughed. Matt tapped his cymbal lightly.

"I guess if we lower the noise level, we'll be raising our health level," he said.

"I like what I hear," said Mr. Edwards. "Why don't you boys finish your rehearsal—at a reduced sound level—and then come in the kitchen for a snack."

"Sounds good to me," said Dan. "And we promise to chew quietly!"

Noise Source	Noise Level (dB)
Whisper	45
Normal level of human voice	50-60
Vacuum cleaner	85
Passing motorcycle	90
Car on freeway with windows down	95
Gasoline-powered riding mower	105
Rock concerts, subways, thunder clap	90-130
Jet plane taking off	140

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 3: RELATE POLLUTION CONTROL TO DISEASE PREVENTION

TEACHING ACTIVITY: Define pollution and environment. Discuss how the environment affects your feelings and behavior. Discuss how diseases can spread germs.

- Bubonic plague - fleas on rats
- Mosquitoes - Malaria
- Rabies - dogs, skunk, etc.

Discuss pollution control as it relates to disease prevention.

- Water pollution - Unclean water can be unsafe to drink causing stomach problems and even cancer. (Example DDT - water, fish, birds) Review how chemicals get into the water. Also polluted water would be unsafe for swiming because it causes skin infection, etc.

- Air pollution - Discuss smog and ozone and how it relates to the air quality index. Lung diseases can be caused and made worse by air pollution. It also can irritate the eyes and lining of the nose and throat. Discuss what can be done to control air pollution (government laws enforced, conserving fuels, not burning trash) and how some individuals wear masks on their jobs.

- Noise pollution - Review the causes of noise pollution and how it can cause hearing loss. Discuss how individuals can help control noise (laws about airports, wearing ear protection).

Assessment: Have students complete a worksheet entitled Pollution and Disease.

EXTENSION: Students will select one type of pollution and write an essay describing how controlling that pollution helps to prevent disease.

Adaptation: Students will make a chart or draw a poster rather than write an essay.

Resources

Choosing Good Health,
pp. 192-193

Handout
"Pollution and
Disease"

POLLUTION & DISEASE

Draw a line to connect the pollution control and the disease it may prevent.

Animal Control	Deafness
Car pooling or using public transportation	Rabies
Protective ear plugs	Cancer
Farmers not using chemicals on crops	Respiratory problems

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 4: IDENTIFY DIFFERENT TYPES OF HANDICAPS THAT REQUIRE SPECIAL CONSIDERATIONS

TEACHING ACTIVITY: Read *Current Health*, April '82, "The Able Disabled." Discuss different types of handicaps, their causes, and how people deal with physical problems. Discuss how people should be treated who have handicaps.

Take a tour of your school to see what obstacles would be a problem for a person in a wheelchair, on crutches, or someone who is blind. Rent or borrow a wheelchair and have students try to open doors, get drinks, or try to get into a bathroom stall. Have students use a blindfold to cover eyes and attempt to do normal tasks. Have a class discussion about the problems and special considerations that handicapped persons require.

Assessment: Divide students into small groups. Assign each group a different handicap. Have students write a report about the causes, symptoms, treatment (therapy), and physical limitations of the handicap. Students will present their report to the class.

RETEACHING ACTIVITY: Duplicate and distribute "Handicap Chart." Have students read aloud and discuss each handicap.

EXTENSION: Have students write letters to different organizations to ask questions and get information about handicaps. (United Cerebral Palsy Assoc., Multiple Sclerosis Society, Muscular Dystrophy Assoc., American Diabetic Assoc., etc.) Have class compile the information on a chart.

Resources

Current Health
Apr. '82,
"The Able Disabled"

"Epilepsy," Dec. '84

"Diabetes: Not for Adults Only," March '85

"Muscular Dystrophy," April '86
Student Handout

"Cerebral Palsy," Nov. '78

MS, MD, CP, Oct '87
CP, MD, MS

Note: Check with school library for back issues. If not available, copies are available at Central Health Education Office.

HANDICAP CHART

HANDICAP	PHYSICAL PROBLEMS	LIMITATIONS
Blindness	varies from visual difficulties (color blindness, far-sighted, etc.) to total blindness	needs glasses, special cane, Seeing Eye dog, reads Braille
Cerebral palsy	brain damage - varies from mild speech problems to total loss of muscular control	no cure; walkers, leg braces, hearing aids, wheelchairs
Multiple sclerosis	attacks central nervous system, trouble with speech and sight, numbness, loss of balance and coordination, paralysis	wheelchair, bedridden
Muscular dystrophy	muscles break down and get weaker and weaker four different kinds	no cure, medicines, braces, wheelchair
Deafness	partial loss of hearing to total deafness, can be caused by loud noises or inherited	hearing aids, speech difficulty, sign language, lip reading

HEALTH EDUCATION, GRADE 4

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 1: DESCRIBE THE EFFECTS OF VIGOROUS EXERCISE ON THE CIRCULATORY AND RESPIRATORY SYSTEMS

Resources

TEACHING ACTIVITY: Describe the average day for a sedentary person. Be sure to mention that at no time does the cardio-respiratory system do any hard work. Ask students to imagine in what condition that person's heart and lungs are. Then describe an active person who participates in regular exercise. Compare and contrast the cardio-respiratory systems of the two individuals.

Choosing Good Health, Chap. 6

Have students run in place for one minute; then ask them to tell what happened to their heart and their breathing. Emphasize that vigorous exercise makes the heart pump faster and the lungs take in more air so the body will get the extra oxygen it needs for exercising.

Assessment: Check comprehension - oral or written:
Ask students the following questions and have them answer with thumbs up and thumbs down or copy the questions for a written true-false quiz.

1. Exercise makes the heart work harder. (*yes*)
2. You should never make your heart beat faster than it does when you're sitting down. (*no*)
3. Your body needs less oxygen during exercise. (*no*)
4. Your lungs take in more air during exercise. (*yes*)
5. Exercise makes your heart and lungs healthier. (*yes*)

RETEACHING ACTIVITY: Have students evaluate their own routine and the probable condition of their cardio-respiratory system. Help them think of ways to improve their heart and lungs. Have volunteers demonstrate examples of beneficial activities.

EXTENSION: Help students develop a weekly schedule of activities to improve their fitness level. Have them list activities they enjoy which will increase their heart and breathing rate. Evaluate activities for appropriateness, then transfer the activities to a schedule.

OBJECTIVE 2: EXPLAIN THE RELATIONSHIP OF PHYSICAL ACTIVITY TO TOTAL FITNESS

TEACHING ACTIVITY: Have students try the activity shown on page 130 of *Choosing Good Health.* Have them note their performance, then practice the stunt each day for a week. Check performance and not improvement. Stress that exercising improves cardiovascular fitness, muscular fitness, mental fitness, as well as the total body fitness.

Choosing Good Health, pp. 126-143

Assessment: Check comprehension - written:
Have students list all the parts of the body that need to be fit in order to be healthy. Explain how physical activity improves the fitness of the total body.

RETEACHING ACTIVITY: Have students list physical activities they enjoy. Help them use these activities to set up a fitness program. Use the chart on page 139 of *Choosing Good Health* to determine the benefits of each activity. Encourage students to include a variety of activities in their programs.

EXTENSION: Have students make their own Exercise Handbook. Fold three (3) sheets of 9 x 12 paper in half and staple on the fold. Have students choose a fitness activity for each page and include a picture, a description, and a list of fitness benefits of the activity.

HEALTH EDUCATION, GRADE 4

E. STRAND 5: NUTRITION

OBJECTIVE 1: IDENTIFY THE SIX BASIC NUTRIENTS

TEACHING ACTIVITY: Referring to *Choosing Good Health*, pp. 102, 110, discuss with students the role of the six basic nutrients in food.

Assessment: Have students list the six nutrients in food. Ask students if they can name a source of each of the six nutrients needed by the body.

RETEACHING ACTIVITY: Have students identify the six nutrients by selecting them from a list of vocabulary words on a transparency. Have students pronounce the nutrients and write them on a sheet of paper.

EXTENSION: Joey thought about the meals which he ate today and decided that it was not a nutritious day for him. Mark, however, had a very nutritious day. Have students interpret and give examples of what Joey and Mark could have eaten during the day.

Resources

Choosing Good Health, pp. 106-110

E. STRAND 5: NUTRITION

OBJECTIVE 2: DEVELOP A ONE-DAY BALANCED MEAL PLAN

TEACHING ACTIVITY: Review with students what makes up a nutritious meal. Remind students about the four food groups and the number of servings needed from each group during the day. Have students make a list of all of the kinds of foods that they can remember eating during the past week. Then, have students classify the foods in their food groups. Discuss and help students group the foods correctly.

Assessment: Utilizing the list of foods which the students just made, have students select the foods which will make three balanced meals: breakfast, lunch, dinner.

RETEACHING ACTIVITY: Divide students into small groups. Place pictures of food at each group. Have groups discuss which foods are nutritious and would be appropriate to include in a meal. The groups will select pictures which illustrate a breakfast, lunch, and dinner meal for one day.

EXTENSION: Have students study the school's menus for the week. Have them select the menu which they think is most nutritious and tell why. Have students plan a breakfast and a dinner that will fit well with the school lunch selected to make a meal plan for one day.

Resources

Choosing Good Health, pp. 114-121

HEALTH EDUCATION, GRADE 4

E. STRAND 5: NUTRITION

OBJECTIVE 3: DESCRIBE ENERGY NEEDS IN TERMS OF CALORIES

Resources

TEACHING ACTIVITY: Utilizing Handout 1, "Calories," discuss the role of calories in supplying energy to the body. Explain why some students need more or fewer calories than others. Have students take turns reading paragraphs on the handout.

Choosing Good Health, pp. 106-110

Assessment: Have students complete Handout 2, "What About Calories?" on calories. Check students' knowledge of concepts by having students indicate correct and incorrect answers by thumbs-up, thumbs-down, or similar signal. Help students make necessary corrections.

Handouts 1 and 2

RETEACHING ACTIVITY: Have students brainstorm everything they did from the time they woke up to the time they came to class that required some degree of energy. Explain that calorie is another word for energy, and that calories are found in nutrients. From the list which students brainstormed, impress upon the students the need to provide a continuous source of energy to get through the day without feeling exhausted. Have students look at the list and determine which activities require a lot of energy and which ones require very little. Demonstrate the different needs of students by asking two students who are very different in size to stand up. Discuss the different calorie requirement.

EXTENSION: Have students project an energy needs increase or decrease in the situations below and explain their answers.

Handout 3

There is a change in activity...

From	To (Will more or less energy be needed?)
Watching T.V.	Riding a bike
Jogging for 20 minutes	Swimming for 20 minutes
Mowing the grass	Reading the newspaper
Walking to school	Taking a written test

Have students complete Handout #3.

CALORIES

The energy in food is called calories. Everyone talks about calories as if they're the last things you'd want to put into your body. But the truth is, you need them. More people in the world die from too few calories than from too many. You need them because your body's always using energy, whether you're running, walking, or standing still. Cut back on calories too much, and your system will slow down. Lay off them altogether, and you'll die.

Calories:

- supply energy for growth;
- provide energy so that your heart, lungs, brain, and other organs can operate to keep you alive;
- give you energy for being physically active; and
- give you energy for thinking.

If calories are so great, why is everyone so paranoid about them?

Because it's far too easy to get too many of them, and extra calories turn into fat. You get fat if you take in more calories than your body can use. To avoid getting fat, you have to eat as many calories as you need, and no more. Some people manage that by figuring out how many calories they use in a day, memorizing the amount in various foods, then adding them up as they chew and swallow.

But counting calories can make mealtime more tedious than math class. Unless your doctor has put you on a special weight-loss diet, you don't have to bring your calculator to the dinner table. Just having a general idea about how many calories are in the foods you eat should be enough to help you keep excess calories from becoming excess fat.

A CALORIE IS A CALORIE IS A CALORIE

An important point to remember is that all calories are the same. The calories in a piece of strawberry shortcake are not more fattening than the calories in a strawberry. The shortcake is more fattening than the strawberry because it contains *more* calories, not a different kind of calories. In other words, foods vary greatly in the number of calories they give you, so it's not only the amount you eat that matters, but the number of calories in the food you choose to eat. You could, for example, eat one piece of strawberry shortcake and end up consuming many more calories than you'd get from eating several baskets of plain, fresh strawberries.

There are a lot of overweight people around who complain that they get fat even though they don't eat much. Well, maybe they're not eating big meals, but the foods they eat at those meals are probably very high in calories.

Remember:

- Growing bodies need more calories than grown ones. That's one reason why you shouldn't put yourself on a low-calorie diet right now, without checking with your doctor. If you just start hacking away at the calories in your diet, chances are good that you'll disturb your growth in some way.
- Busy bodies need more than lazy ones. When you're active you spend energy that could be helping you grow. You have to make up for it by eating more.
- Large bodies need more energy than small ones. The more body you have, the more energy it takes to keep it going.

How can you tell how many calories are in the foods you eat?

One way is to know how much fat is in the food. Fat has more calories than any other nutrient, and food that contains lots of fat is loaded with calories.

The easiest way to tell how many calories are in a particular food is to read the nutrition information label on the package. The top of the label usually says *Nutrition Information Per Serving*. Just below that, it says *Serving Size* and gives you a measurement. The serving size will vary and may be 1 cup, 1/2 cup, 1/4 cut, 8 ounces, or 6 ounces. Next, the label shows how many servings the package contains and how many calories are in one serving.

So, if a package of cereal says that a serving size is 1 cup and tells you there are 100 calories in one serving, then you know there are 100 calories in 1 cup of cereal. If you're going to pour milk on your cereal, look for the number of calories per serving on the milk carton. Add that number to the 100 calories for the cereal. Now you'll know exactly how many calories are in your bowl of cereal and milk.

You can use the nutrition information labels to compare the number of calories in different brands and types of foods.

What About Calories

Circle "T" if the sentence is True.
Circle "F" if the sentence is False.

1. A calorie is a measure of heat or energy. T F

2. Calories are nutrients. T F

3. We use up calories when we sleep. T F

4. Everyone needs the same amount of calories. T F

5. Calories measure the amount of energy your body needs. T F

6. Everyone needs calories every minute of the day. T F

7. We receive calories from food. T F

8. Sometimes people eat too many foods with high calorie counts. T F

9. To count calories, people use a dictionary. T F

10. Overweight people eat too many calories. T F

TRUE
?
FALSE

Student Handout 2
Assessment (E:3)
Health 4

Circle the correct answer.

1. Who needs more calories?

   Baby or Grandmother

   Child or Parent

2. Which uses more calories?

   Boy reading or Boy riding a bicycle

   Sitting in school or Playing at recess

   Washing the floor or Writing a letter

   Watching T.V. or Bowling

   Swimming or Dusting the house

   Doing homework or Taking out the trash

Calories are being used when you are

Sleeping or Playing or Both

Your body uses energy

Once in a while or Non-stop

HEALTH EDUCATION, GRADE 4

F. STRAND 6: DISEASES

OBJECTIVE 1: IDENTIFY SYMPTOMS AND TREATMENT OF THE COMMON COLD AND FLU

Resources

Choosing Good Health,
Chap. 8

Puzzle Handout

TEACHING ACTIVITY: Have each child think of a word to describe how they've felt when sick with a cold or flu. Then write the following information on the board:

DISEASE	SYMPTOMS
Common cold	sneezing, runny nose, cough, sore throat, low fever
Flu	runny nose, fever, pain in muscles, tiredness or stomachache, vomiting

Remind students that not everyone has every symptom, but these are the most common ones.

Have students complete crossword puzzle on symptoms. Discuss answers.

Assessment: Have students write two short stories. One about a person with a bad common cold, and one about someone who has a flu virus. Both should include information on symptoms and treatment of symptoms. Encourage students to describe how their characters may have caught their particular disease.

Some things to think about in discussion groups:

- How did your character feel when he or she was sick; what were his/her symptoms? (not just the fact he felt "bad")
- How did the character treat each symptom?
- What did the character do to prevent passing the illness on to someone else?

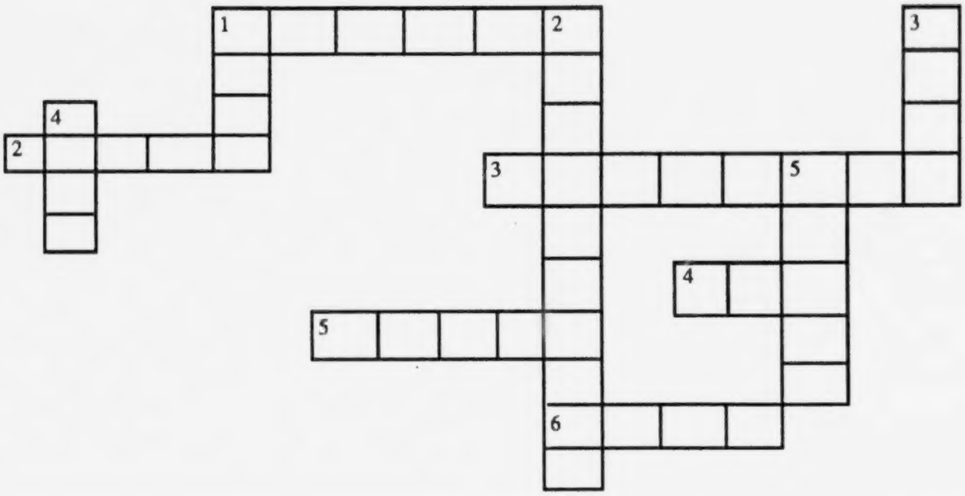
RETEACHING ACTIVITY: Explain to students that if they do contact one of these viruses, there are certain things they can do to help themselves get well again, and to prevent themselves from passing the disease to someone else. When you are sick, it is important to eat proper foods even though you are not hungry. This will give your body the energy it needs to fight the virus. Rest is also important because it allows your body to use its energy for getting well. Drink lots of liquids, especially if you have a fever. Fever makes your body use up water faster. This water needs to be replaced. To keep from "communicating" or passing on a virus to someone else, you should:

- Stay home from school.
- Cover your mouth and nose with a tissue whenever you cough or sneeze.
- Throw away tissues immediately.
- Be especially careful to use your own personal items such as glasses, toothbrushes, etc.

Remind students that some flu viruses need help from certain medicines to kill the bacteria. A doctor must prescribe them, so if you are not feeling any better in two or three days, or if your symptoms get much worse (high fever, continuous vomiting, diarrhea), you should see a doctor.

Assessment: Have students choose a partner. One student is the "doctor," the other is the "patient." Then have one pair at a time come up before the rest of the class and have the patient describe his/her symptoms. The doctor may ask 3 "yes" or "no" questions and then must make a "diagnosis" of either common cold or flu.

SIGNS AND SYMPTOMS OF BEING WELL OR BEING ILL



ACROSS
1. Cold and shivering.
2. Sleepy.
3. When your head hurts.
4. Like a cold, but feel stiff and sore, too.
5. High temperature.
6. Stomach _____.

DOWN
1. Sore throat, cough, sneeze means you have a ______.
2. When back of mouth hurts.
3. Color of cheeks when they look white.
4. Not well.
5. When you have a cold, you sneeze and _____.

CROSSWORD WORD LIST

ACHE
FEVER
COLD
PALE

HEADACHE
SICK
CHILLS
TIRED

COUGH
FLU
SORE THROAT

Student Handout
Teaching Activity (F:1)
Health 4

HEALTH EDUCATION, GRADE 4

F. STRAND 6: DISEASE

OBJECTIVE 2: IDENTIFY FACTORS WHICH PROMOTE THE SPREAD OF DISEASE, INCLUDING AIDS

TEACHING ACTIVITY: Review vocabulary:

- Communicable disease - a disease that can be spread from one person to another.
- Infectious disease - a disease caused by a germ.
- Bacteria - the most common form of life on Earth; a kind of germ.
- Virus - smallest germs that cause disease.
- Pathogens - germs that causes infectious disease - two kinds (bacteria and virus)
- Antibodies - substances in your blood that destroy certain kinds of germs (Helper cells).
- Immunity - the ability of the body to protect itself from disease.
- Helper cells - antibodies.

TEACHING ACTIVITY: Tell students that many diseases can be prevented. Healthful behavior can help keep you from getting communicable diseases. If you make a habit of following these basic health rules, you can protect yourself and others.

- Wash your hands before you eat (This will kill most bacteria and viruses.)
- Cover you mouth when you cough or sneeze. Many infectious diseases are caused by transfer of body fluids from one person to another. When you cough or sneeze, you are letting many germs from your body escape, and if you are sick and others come into contact with you, they may get sick also.
- Do not use objects that were used by a person with a communicable disease. The germs they carry can attach themselves to personal items such as drinking glasses, toothbrushes, etc.
- Keep away from people who are ill, and stay at home if you are sick yourself. You will be helping yourself to get well, as well as protecting others.
- Wash all cuts with soap and water. Your skin is your first line of defense against disease. Skin forms a cover around your body that prevents germs from getting inside. Germs, however can enter your body if your skin is cut. Washing and covering with a clean bandage can help keep germs out of your body.
- Do not use personal items of others. This includes drinking glasses, toothbrushes, chewing gum, hairbrushes, and make-up.

All of these factors, if they are not followed, are sufficient on their own to promote the spread of infectious diseases.

TEACHING ACTIVITY: Most diseases are spread because people do not make a habit of practicing safe health habits. Just as there are certain diseases that are labeled as "childhood diseases," there are other diseases that most often occur among adults. (Have children name some childhood diseases, i.e., chicken pox, measles.) Some of the these diseases can be cured by medicine, but others cannot. Ask children to name any diseases they think may fall in these categories. Some possible answers are heart disease, cancer, diabetes, and AIDS.

Explain that heart disease, cancer, and diabetes are all diseases from which we can protect ourselves by practicing good health habits such as not smoking, eating healthful foods, NO drugs or alcohol, and regular exercise.

Resources

Current Health
Oct. 1988, "The Immune System"

Choosing Good Health,
pp. 173-184

TEACHING ACTIVITY: Ask students to think of all the diseases they know. List them on the board (Introduce AIDS and hepatitis if they are not mentioned.)

Then:

1. Ask which diseases can be spread by something like shaking hands or sharing an ice cream cone with someone.
2. Ask with which diseases people may be born. (AIDS can be included here.)
3. Explain that diseases can be passed to the child from the mother or father.
4. Differentiate for students those diseases which can be "caught" and those which cannot.
5. Ask which diseases could be spread if the blood from a person who was sick mixed with the blood of another person.
6. Explain the difference between the mixing of blood that is spilled on the playground when two students collide and scrape knees vs. blood that is in the body and mixes together.
7. Continue to explain that there are some diseases that people can only get in special ways (e.g., mixing blood and body fluids). AIDS is one of them.

TEACHING ACTIVITY: Read "The Immune System," *Current Health*, and discuss with students. Point out to students that the immune system prevents diseases when it works properly. When the immune system breaks down, however, it promotes the spread of disease.

Assessment:

Questions:

1. Have children identify three health practices that can help protect one from disease. Make a poster advertising one of these practices.

2. Have children identify three bad health practices that may spread disease. Make a poster advertising possible risks for one bad health practice.

3. What are antibodies, and how do they help us? What happens if they do not work?

4. Do vocabulary worksheet (Handout 1) and Word Search (Handout 2).

Resources

Current Health I,
October '88

Handouts
1 and 2

VOCABULARY WORKSHEET

I. Match the correct word to its definition.

__ A disease that can be spread from one person to another.

__ A disease caused by a germ.

__ The most common form of life on Earth - a kind of germ.

__ Smallest germs that cause disease.

__ Substances in your blood that destroy certain germs.

__ The ability of the body to protect itself from disease.

__ Helper cells.

__ A germ that causes infections - 2 kinds, bacteria and virus.

1. Immunity
2. Antibodies
3. Bacteria
4. Infectious disease
5. Communicable disease
6. Pathogens
7. Helper cells
8. Virus

Answer the following:

II. Name 2 diseases that a baby can inherit from its mother or father (heredity).

1. 2.

III. Name 2 diseases that can be spread by two people mixing their body fluids (specifically blood) together.

1. 2.

IV. Name two diseases that can be spread because of unsafe personal habits.

1. 2.

Word Search

Killer T-Cells
Chicken Pox
Phagocyte
Measles
Virus
Helper T-Cells
Antibodies
Protozoa
B-Cells
Cold
Supressor T
Influenza
Bacteria
Mumps

R	I	Y	E	P	E	P	A	I	R	T	U	O	J	G	K	Q	K	V	Z
A	N	T	I	B	O	D	I	E	S	O	I	L	V	T	M	T	J	N	M
C	F	W	F	G	G	V	I	R	U	S	Q	Q	W	K	M	U	M	P	S
Z	L	Q	Z	C	X	F	I	Y	P	H	A	G	O	C	Y	T	E	R	T
Y	U	E	D	R	P	Z	O	C	P	Z	I	I	D	V	I	O	A	Q	R
S	E	K	-	D	D	E	H	O	R	P	C	W	R	U	G	Y	S	W	M
S	N	I	N	K	O	I	E	L	E	R	C	R	C	P	L	L	L	S	A
L	Z	L	M	U	E	H	L	D	S	O	E	H	C	F	X	E	E	J	G
Y	A	L	A	Z	M	X	P	W	S	T	Z	L	U	L	E	H	S	L	H
B	K	E	M	P	V	Z	E	A	O	O	N	T	D	L	K	O	M	C	H
U	-	R	J	A	V	Z	R	T	R	Z	Z	B	E	B	L	M	Q	D	W
C	F	T	A	W	D	B	T	X	T	O	D	-	M	A	V	I	H	U	Z
C	L	-	G	R	X	A	-	Q	E	A	P	C	C	W	P	D	P	A	H
V	D	C	V	M	G	J	C	H	I	C	K	E	N	P	O	X	Z	Y	O
J	T	E	V	A	C	T	E	R	I	A	A	L	X	U	W	R	G	H	T
H	U	L	J	S	V	A	L	B	F	P	S	L	E	X	C	C	I	Q	F
H	C	L	B	E	R	T	L	O	E	M	L	S	Y	G	F	C	V	V	Y
P	B	S	V	U	I	H	S	F	E	B	N	E	C	D	W	T	P	N	U

Directions: First, see if you can find the 14 words listed above in the word search. Then, tell whether each word is a germ, a germ fighter, or a disease by writing it in the correct space below.

Germ	**Germ Fighter**	**Disease**

Student Handout 2
Assessment (F:2)
Health 4

F. STRAND 6: DISEASES

OBJECTIVE 3: DESCRIBE TREATMENT AND PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASE, INCLUDING AIDS

Resources

Choosing Good Health, Chapter 8

Handout 1

TEACHING ACTIVITY: Prevention of communicable diseases - Ask students to name one way to prevent catching or passing a disease. Possible Answers:

- *Have regular check-ups.*
- *Eat health foods.*
- *Rest.*
- *Wash body daily.*
- *Keep cuts clean and bandaged.*
- *Dispose of used tissue properly.*
- *Use your own personal items.*
- *Try not to exchange any body fluids with anyone else. (This includes sneezing without covering your mouth, drinking from same glass or straw, etc.)*

Assessment: Review prevention and treatment of communicable diseases. Tell students to pretend they have "caught" a pathogen. Have them write a paragraph describing in detail their day from morning until bedtime. Included should be facts on how they felt (symptoms) and what they did to care for themselves (treatment). Include specific details such as what they ate, drank, how long they slept, what activities they engaged in, and how they kept from spreading their disease to some one else. Events must be sequenced in order of their happenings.

TEACHING ACTIVITY: Noncommunicable Diseases (A disease that cannot be passed from one person to another) Discuss:

Heart Disease - A disease that affects the heart and blood vessels. Prevent by eating properly, resting, exercising, and not smoking, drinking, or taking drugs.

Cancer - A disease in which harmful cells multiply quickly and destroy healthy body cells. Prevent by practicing healthful behaviors. Do not smoke or be around people who do, if possible. Protect your skin from the sun. Exercise regularly. Eat foods that are low in fat and high in fiber. Do not drink alcohol. Have regular check-ups.

Divide into small groups. Assign one noncommunicable disease to each group. Have students prepare an oral report for presentation to the rest of the class (including how the disease affects the body, possible treatments, and preventions).

Assessment: Instruct students to prepare an assessment activity on their report for the rest of the group. This could be a worksheet, a thumbs-up, thumbs-down activity, short quiz, etc.

TEACHING ACTIVITY: Treatment of Communicable Diseases - Ask children to name several ways to treat a communicable disease. Answers should include:

- *Stay in bed and rest.*
- *Eat good foods.*
- *Drink lots of liquids.*
- *Call your doctor if you do not get better in 2 or 3 days, or if your symptoms get any worse.*

F. STRAND 6
Objective 3 (continued)

Assessment: Complete worksheet on treatment and prevention of communicable and noncommunicable diseases.

TEACHING ACTIVITY: Treatment of Noncommunicable Disease - Explain that the treatment for each disease is different for each disease and person. Examples: Diabetes - some people must take shots of insulin daily; others are treated with oral medication. The most important treatment is to follow your doctor's orders. Have students share experiences.

EXTENSION: Although AIDS is a communicable disease, it is unique in several ways. Have students describe in writing their concerns about the treatment and prevention of AIDS.

Resources

Handout 3

COMMUNICABLE AND NONCOMMUNICABLE DISEASES

Name 8 ways to prevent catching a communicable disease.

1.
2.
3.
4.
5.
6.
7.
8.

Name 4 ways to treat a communicable disease.

1.
2.
3.
4.

Name 3 noncommunicable diseases.

1.
2.
3.

Choose one noncummunicable disease and describe the ways to help prevent developing it.

Student Handout 3
Assessment (F:3)
Health 4

F. STRAND 6: DISEASES

OBJECTIVE 4: EXPLAIN HOW PERSONAL RESPONSIBILITY RELATES TO DISEASE PREVENTION

TEACHING ACTIVITY: Review with students the concept of taking responsibility for one's actions. Also, review the concepts of taking risks and accepting the consequences for one's own decisions. Relate these concepts to prevention of disease by practicing positive health habits. Provide an example of the relationship of personal responsibility to disease prevention.

Example: Colds may be prevented by taking personal responsibility for practicing proper handwashing and other cleanliness habits.

Assessment: Have students draw two columns on a sheet of paper. Inform the students that they are to evaluate themselves with regard to their self-responsibility toward the prevention of disease. Have them head the first column "Strengths" and the second column "Weaknesses." Under "Strengths," they are to list three ways in which they protect themselves from disease, such as periodic check-ups by the doctor. Under "Weaknesses," they are to list three behaviors which may be harmful, such as playing in the rain. At the bottom of the sheet, the students are to describe one way in which they plan to change a harmful behavior into a positive one.

RETEACHING ACTIVITY: Have a medical doctor present information on the importance of self care and responsibility toward maintaining one's health in general. Ask the doctor to share with students the most commonly treated diseases which could be prevented by persons taking personal responsibility for their health.

EXTENSION: Research Skills
Assign groups of three or four students to research a disease epidemic. Each group will present a different disease to the class. The report will include how the epidemic began and spread. Also, the report is to offer suggestions as to how the epidemic could possibly have been prevented.

Resources

Encyclopedia
The Center for Disease Control in Atlanta, GA.

HEALTH EDUCATION, GRADE 4

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 1: EXPLAIN INDIVIDUAL GROWTH RATE

TEACHING ACTIVITY: Discuss with students possible factors that affect individual growth rates. Possible responses include: heredity, nutrition, activities engaged in environment, and hormones. Students read aloud *Choosing Good Health*, pp. 39-42, and discuss with them how heredity and environment affect growth.

Assessment: Have students write answers to the questions below.

1. Name three reasons why people grow at their own individual rate.

2. Choose three words from the following list and explain how they affect the way a person grows.

RETEACHING ACTIVITY: Write the following words on the chalkboard: *heredity, nutrition, environment*, and *hormones*. Show pictures depicting persons of various ethnic groups in various environments eating different foods. Have students study the pictures to determine how the persons in the pictures may grow at different rates.

EXTENSION: Have students write a "how to" story that will explain to a younger brother or sister ways they can help themselves to grow at a healthy rate.

Resources

Choosing Good Health, pp. 39-42

Dictionary

HEALTH EDUCATION, GRADE 4

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 2: EXPLAIN THE RELATIONSHIP AMONG TISSUES, ORGANS, AND BODY SYSTEMS

Resources

Choosing Good Health, pp. 34-38

TEACHING ACTIVITY:

1. Have students read and discuss "How Cells Grow," *Choosing Good Health*, pp. 34-38.

2. Review terms previously learned and have students read definitions of new terms. Include the following terms:
   - cells
   - tendons
   - dermis
   - nerve endings
   - organs
   - tissues
   - epidermis
   - skeletal
   - systems
   - pore
   - nerves
   - muscular
   - follicle
   - joints
   - blood vessels
   - bone

Assessment: List the terms below in order from the simplest form (1) to the most complex (5).

systems organs bones tissues cells

1.
2.
3.
4.
5.

Using complete sentences, write the answers to the questions below.

1. How do tissues, organs, and body systems work together? Explain briefly their relationship.

2. List three examples of tissues, organs, and body systems.

RETEACHING ACTIVITY: Prepare name tags for each student. Label the tags either "cell," "tissue," "organ," and "system." Draw a large outline of the body on the floor, using tape or string. Guide students through an activity illustrating how cells join to form tissues, which form organs, which then form a system. Various students play the roles of cell, tissues, organs, and system.

EXTENSION: Have students make a poster showing the similarity between an automobile and the human body in terms of a system and its parts.

HEALTH EDUCATION, GRADE 4

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 3: IDENTIFY THE ANATOMY AND FUNCTIONS OF THE EYES, EARS, AND TEETH

TEACHING ACTIVITY: Utilizing the information on pp. 57-68 of *Choosing Good Health*, have students study the diagrams of the eye, ear, and tooth. Ask volunteers to name the parts of each organ and describe the function of each part and the organ as a whole. Elicit answers and discussion from other students.

Assessment: Have students write the answers to the following questions without using their books.

1. How do tears help your eyes? Eyelashes?
2. Why are teeth important to our health? How does flossing help?
3. How does ear wax help your ears? What shape is the tube in your ear? What does it contain?
4. Besides hearing sounds, what other functions does your ear provide?
5. Explain how your pupil changes when you leave a dark movie theater and there is bright sunshine outside. What controls this?
6. Name the six parts of the eye.
7. Describe plaque and how it can hurt our teeth. What does it attack?

RETEACHING ACTIVITY: Divide class into six groups. Assign either eyes, ears, or teeth as a topic for each group. Each group will make a poster illustrating the anatomy of the assigned topic. The posters are to be colorful and in detail. Each group will present an explanation of the anatomy and functions of its topic.

EXTENSION: Invite a speaker to the class to demonstrate sign language or braille. Have students try to interpret some phrases or words they have learned. Have the speaker describe how the functions of the eyes and ears may be lost or impaired as a result of improper care. Allow students to share experiences regarding an acquaintance or relative who has suffered the loss of hearing or vision.

RESOURCES

Choosing Good Health, pp. 56-68

Current Health, Dec., 1988

EMERGENCY/NON-EMERGENCY PROCEDURES

Put a circle around each item that is an emergency; draw a line under the item that is a non-emergency. In the blank next to each item, put the number of the procedure you should follow.

CUTS __
FIRE __
BROKEN BONES __
NOSE BLEED __
MILD BURN __
INSECT BITE __
SPRAIN __
HEAD INJURY __
DOG BITE __
CHOKING __
HEART ATTACK __

PROCEDURE

1. Dial 911
2. Wash with soap and water
3. Put ice on it
4. Get adult help immediately
5. Heimlich hug
6. Tell an adult

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 2: IDENTIFY UNSAFE PLAYGROUND AND CROSSWALK BEHAVIOR

TEACHING ACTIVITY: Write "safe" and "unsafe" in two columns on the chalkboard or transparency. Have class brainstorm suggestions on playground and crosswalk behaviors and place the behaviors under appropriate columns. Discuss ways the behaviors are safe or unsafe.

Assessment: Students will complete a worksheet where they check the appropriate column of "safe" or "unsafe" playground and pedestrian behaviors.

Assessment: Students use "thumbs up" sign to identify safety procedures after class discussion.

RETEACHING ACTIVITY: Arrange students' desks to form two sides of a street with a crosswalk at one end. Assign a student to be crosswalk guard. Have students take turns "crossing the street" while performing various behaviors, both appropriate and inappropriate.

Assessment: Have students clap twice if behavior is safe and cross arms in front of chest while shaking head "no" if behavior is unsafe.

EXTENSION: Divide class into four groups. Assign the groups to "survey" safety on the playground and crosswalk. Two groups are to observe behavior on the playground for two days. The other two groups will observe crosswalk behavior for two days. On the third day, each group will convene and compile a report of their "findings." One student from each group will present an oral report of the safe and unsafe behavior observed.

Resources

Choosing Good Health,
pp. 78-79

Handout

PLAYGROUND AND PEDESTRIAN

Read the safety behavior; put an X in the box if it is safe or unsafe.

Pedestrian behaviors	SAFE	UNSAFE
Look both ways before crossing the street		
Jay walk		
Cross the street only in crosswalks		
Walk on the right side of the street going with the traffic		
Wear light clothes when you are walking at night		
Playground behaviors		
Use equipment properly, do not use broken equipment		
Wear proper clothing for the sport		
Learn the skills of the game and follow the rules		
Run and play chase on the asphalt		
Take turns and be thoughtful		

HEALTH EDUCATION, GRADE 4

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 3: OUTLINE PROCEDURES FOR ESCAPING FROM DISASTERS SUCH AS FIRE AND TORNADOES

TEACHING ACTIVITY: Duplicate and distribute Handout 1, "In Case of Fire, Don't Get Burned." Read with students. Discuss what to do at home and at school. Review the official procedures for the school escape plan. Also discuss how a "tornado watch" differs from a tornado "warning."

Watch: tornadoes are possible.
Warning: tornadoes have been spotted. Take shelter.

Assessment: Students will complete a worksheet with a diagram of the school and their home. In red pencil or crayon, they will mark two possible escape routes from each. Under "school" they will list safety procedures about a fire drill. Under "home" they will list safety procedures for a home fire drill.

RETEACHING ACTIVITY: Using the article "Weathering the Weather," Teacher Resource, discuss with students the many things which they can do to protect themselves from severe weather. Prepare a study sheet utilizing the 10 questions included in the article. Discuss and have students write the answer to each question on the study sheet.

Assessment: Describe what action you would take if you spotted a tornado in the following situations:
- you are home alone
- you are in class at school
- you are at a park playing

EXTENSION: Send a letter home with students inviting the student's family to participate in a fire escape plan for their home. Have students prepare a plan for their home, utilizing the floor plan drawn in class as a basis for the plan. As an example of a plan, copy and distribute "E.D.I.T.H. - A Friend in Need" for students to read.

Resources

Current Health, Mar. '87
Current Health, Feb. '85
Current Health, Dec. '85

Handouts 1 and 2

Teacher Resources 1 & 2

In Case of Fire...
Don't Get Burned

Do you know what to do in case of a fire? You should. Every year, more than 2,000 grade-school children die in fires. Another 5,000 are injured. And these numbers don't have to be so high. They are because many of these boys and girls did not know what to do in the case of a fire.

Knowing what to do can save your life. Think about the following cases of fire. See if you know what to do in each.

CASE ONE: You are walking home from school. You see smoke coming out of your neighbor's garage. What should you do?

- **A.** Open the garage door and let the wind blow out the fire.
- **B.** Go to the nearest telephone and call the fire department.
- **C.** Don't do anything. Someone else has probably already reported the fire.

CASE TWO: You are cooking breakfast. The grease in the frying pan catches on fire. What should you do?

- **A.** Put the lid on the frying pan to smother the flames.
- **B.** Throw water on the fire to put it out.
- **C.** Take the pan off the burner.

CASE THREE: You wake up in the middle of the night. You hear the smoke alarm in the hallway. Your room is filled with smoke. What should you do?

- **A.** Pull the covers over your head and yell for someone to come to get you.
- **B.** Drop to the ground. Crawl along the floor to safety.
- **C.** Hide in the closet until someone saves you.

CASE FOUR: Your sleeve catches on fire while you are cooking on the grill. What should you do?

- **A.** Run to the sink and put out the fire with water.
- **B.** Wave your arms to put out the fire.
- **C.** Stop, drop, and roll to put out the flames.

Now, check your fire know-how with the answers given below.

CASE ONE: What should you do if you see smoke or a fire? The answer is B. Call for help right away. Never assume that someone else has reported a fire. Every second counts in putting out a fire. Do you know how to report a fire? If you are using a telephone to report it, be sure to give all of the important information. Tell your name, the address of the fire, and your telephone number. In many cities, the fire can be reported by dialing 911. But other cities still use a regular telephone number. This number should be posted near your phone. Opening the garage door would not be a good idea. It takes fuel, fire, and air to make a fire burn. By opening the door, you would increase the air supply. This would feed the fire and might make it even worse.

Never try to be a hero and put out fires such as these. Firefighters are men and women who are specially trained to do this dangerous work. Let the experts handle this job.

CASE TWO: What do you do with a grease fire? The answer is A. Cut off the air supply. This can be done easily by covering the flames with the lid of the frying pan. But it is not a good idea for children to do this themselves. Instead, children should back away and call for a grownup to help. If the fire begins to spread, get out. Call the fire department.

Never throw water on a grease fire. Remember, water and grease don't mix. The water only spreads the grease. This can make the fire even worse.

Also, don't try removing the pan from the fire. The open flames are very hot. If you drop the pan, the flaming grease will spread quickly across the room. It could splash on you and burn you more severely and set your clothes on fire too.

CASE THREE: What should you do if you wake up in a smoke-filled room? The answer is B. Get close to the ground and crawl to safety. The smoke tends to rise in a room. Staying close to the floor will give you a better chance of seeing. You also will have a better chance of breathing.

Does everyone know about E.D.I.T.H.? Those letters stand for **Exit Drills In The Home**. Knowing the two best exits from your room in case of fire will increase your chances of reaching safety.

Staying under your covers in bed will do you no good;neither will hiding in a closet. Fire can penetrate both of these hiding places. You may not be found until it is too late.

Here's an important fact. Breathing in smoke is what kills most people in fires. So stay close to the floor where the air is freshest. If you are trapped in a room, keep the door closed. It will help keep out much of the smoke. Get near a window, if possible. Open it a bit and wave a towel or blanket to attract attention. Yell for help.

CASE FOUR: What should you do if you're on fire? The answer is C. Stop, drop, and roll. Stop. Don't go running around. Running only increases the amount of air that will feed the fire. It fans the fire and helps it to burn faster. You certainly don't want that to happen.

Next, drop. Drop to the ground or floor. Finally, roll. Roll up in a blanket or rug. And if there isn't a blanket or rug handy, just roll over and over on the ground. This is done to smother the fire. Cover your face with your hands to protect your face.

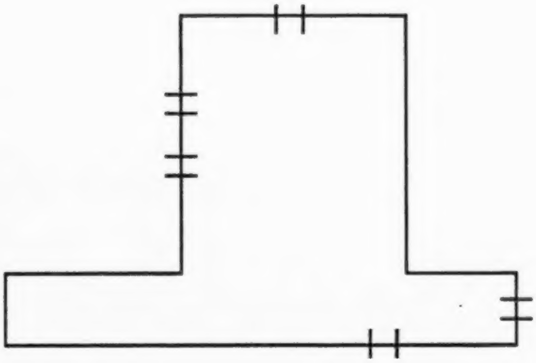
Now, go back to the beginning of this article and reread each case and the choices of action given. Do you now know what to do if you ever are caught in one of these fire situations? Reread each one until you get them all right. It may save your life.

Student Handout 1
Teaching Activity (H:3)
Health 4

FIRE ESCAPE PLAN

Draw two escape plans for your school and home.

SCHOOL



SCHOOL

List safety procedures for a school fire drill.

1.

2.

3.

HOME

HOME

List safety procedures for a home fire drill.

1.

2.

3.

Student Handout 2
Assessment (H:3)
Health 4

Weathering the Weather

There's nothing you can do to control the weather, right? If this means that there's nothing you can do to stop the rain from falling down, you're probably right. But there are some things you can do about the weather. With the right knowledge, there are many things you can do to protect yourself. See if you can answer the following questions.

1. Which of the following terms means that a severe storm has been spotted? a) storm warning b) storm watch
2. What kind of storm has affected every state in the United States? a) tornado b) hurricane
3. List five things that should be handy in case of a severe storm.
4. Why is it unsafe to go outside right after a hurricane has appeared to blow over?
5. In the likelihood of a tornado, where is the safest place to go in your house for protection?
6. In a tornado, should windows be open or closed?
7. In a hurricane, should windows be open or closed?
8. Which storm gives a person time to prepare? a) hurricane b) tornado
9. If you are caught outside in a tornado, where is the safest place to be?
10. In preparing for a hurricane, what should be stored in large quantities?

Stormy Weather

How much did you know about these storms? Did you know what to do? You can find the answers in the paragraphs that follow.

One of the first things you should know is the difference between a *storm watch* and a *storm warning*. A storm watch means that conditions are right for a storm to occur. It means a certain type of storm could happen, For example, if you hear there is a tornado watch, it means, "Watch out for a tornado. The weather conditions are such that a tornado could form." On the other hand, a warning means that such a storm has been seen. When there is a hurricane warning in effect, that means a hurricane has formed.

In the case of a storm watch, it is important to be aware that a storm might occur. You should be prepared to take action. A storm warning means the storm could be on its way toward you. You should act *immediately*. Head for safety.

Twirling Tornadoes

When people think of bad storms, they usually think of tornadoes and hurricanes. Of the two, tornadoes are more common. Tornadoes have occured in every state in the United States. They occur most often in the states east of the Rocky Mountains. An average of about 150 tornadoes are reported in the United States every year.

Tornadoes can cause a lot of damage. The storm whirls so fast, it can blow down buildings and trees. It can also cause buildings to explode because of changes in pressure. Finally, the storm can lift and carry large objects off into the sky and hurl them back down at the earth. Needless to say, a tornado should not be taken lightly. Fortunately, there are steps you can take.

A tornado usually travels from the southwest. To prevent an explosion, it is wise to open windows on the other side of the house. If your home has a basement, that is the safest place to go. Go to the southwest corner. Cover yourself with blankets, or anything else that is handy. If your house doesn't have a basement, go to the first floor. Find an inside wall. Lie on the floor under a table or desk. Cover yourself and try to stay away from windows. At school follow directions from your teacher. If you live in an area where tornadoes are common, chances are you have tornado drills at school.

What if you're outside playing and you see a tornado moving toward you? Don't just stand there. **Run!** If you don't have time to reach a shelter, find a low spot like a hole or ditch. Lie down on you belly, close your eyes, and cover your head with your arms.

Howling Hurricanes

Tornadoes are storms that hit quickly and are gone quickly. Hurricanes are different. Hurricanes in the United States have ranged from 100 to 500 miles in *diameter* (measurement through the center of something). But they move more slowly than tornadoes. Because of this, it is possible to prepare for a hurricane. People who live close to the ocean can seal their homes against the storm to prevent a lot of damage. They can pack up and move inland until the storm has passed.

Hurricanes start at sea level and travel in a northeast direction. As a result, in the United States, only Hawaii, the Gulf, and the Atlantic coasts are affected. In preparing for a hurricane, windows can be sealed so they don't break. Toys, bicycles, and other loose things in the yard should be put away. Water should be collected. Water supplies can be unfit to drink after such a storm.

The center of the hurricane is called the eye. It is an average of 15 miles across. There is no storm in the eye, and therefore people can be fooled by the eye of the storm. They think the storm has passed over. But the other half of the storm will follow. This is why it can be unsafe to go outside after a hurricane appears to be past.

Be Prepared If the Lights Go Out

No matter what kind of storm is approaching, it is a good idea to have some things on hand. These can be packed in a box and stored in the basement. It's even a good idea to have these items in the trunk of the car, especially when traveling in the winter. One thing that is important is a battery-run radio. Power often goes out during storms. Having a radio handy is important to learn when a storm danger has passed. A flashlight and candles are helpful if the power is out. Blankets can be used as protection and to keep warm. Water and food should be kept in a handy place.

There isn't much you can do to change the weather. But you can learn more about it. And learning more about the weather can help you do something about it. Will you be able to weather the weather?

E.D.I.T.H. - A Friend in Need

Do you know E.D.I.T.H.? You might think that she is your aunt, a neighbor, or your sister. You might even think she's Archie Bunker's wife. But She's not. E.D.I.T.H. isn't even a she. E.D.I.T.H. stands for **Exit Drills In The Home**. And just like many other Ediths you might know, this E.D.I.T.H. is very important.

Most people think that their home is safe. They don't realize that most fire deaths happen in the home. The fact is that more than 60 percent of all deaths by fire happen in a person's home. Sadly, most of these deaths could have been prevented, if only these people had known E.D.I.T.H.

It is NOT a good time to get to know E.D.I.T.H. during a fire in the home. You need to talk about and plan for escape *before* a fire happens. Here are some clues on how to get to know E.D.I.T.H.

1. Have a family meeting. Talk about what to do in case of a fire. Plan safe exits from each room in your house. The most important room to plan for is each person's bedroom. Most fires that kill people happen at night when people are asleep.

Plan ahead to have a signal. If the buzzer on your smoke detector goes off, what will you do? The National Fire Protection Association suggests that each family member has a whistle by his or her bed. If someone hears the smoke detector signal, the whistle can be blown to waken the rest of the sleeping family.

2. Plan two ways out. The most logical way out of a room is through the door. But sometimes, that way is blocked by fire, smoke, or super-heated air. All of these situations are deadly.

The best way to tell if the doorway is blocked is to feel the door. If it is hot, don't open it. But if the door is cool, it does not mean that it will be safe for you to go out that way. Open it a crack. Watch for smoke or fire. If the way out looks clear, go with care. If not, you need to use the second way out.

The second way out may be through a window in your bedroom. If you live on the second floor of your home, it means you will need a ladder to get down safely. Special rope ladders can be bought and stored in your room. They *always* must be there in case of emergency.

No matter where you live, you *must* plan two ways out. Most apartment buildings have two exits. You should know how to leave the building using both exits. Never use elevators during a fire. Fires can cause elevators to stop working. You can be trapped with no escape from deadly smoke or fire.

3. Do you know what to do if you are trapped in an apartment? What if you hear the fire alarm go off and you can't get out of the apartment? Maybe the fire or smoke has filled the hallway. Then both of your exits are blocked. This doesn't mean you are doomed. Keep a cool head.

If you know there is no way out of your apartment, here's what to do. Quickly call the fire department. Don't take it for granted that someone else has called. Then, get as far away from the hall door as possible. Get as many doors as you can between you and the fire. As long as there is no fire burning in the room you are in, open the window a crack for fresh air. Grab a piece of clothing, a blanket, or a large towel to wave out of the window. This will let others know where you are so that you can be helped.

4. Decide upon a meeting place. At the family meeting, you should plan to meet outside. This is where all family members should go once they have followed their escape plan. That way, it is possible to tell if everyone has made it out safely.

5. Don't go back into the house for any reason. The most important thing to remember in a fire is to escape safely. Don't worry about your stamp collection or your stuffed animals. The most important thing to save from a fire is you. Remain at your meeting place. If someone does not show up, leave his or her rescue up to the firemen. Often, smoke kills those who try to go back in for belongings or to find a missing loved one.

6. Practice. Have home fire drills, just as you have at school. Make sure that your plans work. Make sure that everyone knows what to do. Get to know E.D.I.T.H. well. The better you know E.D.I.T.H., the better your chances of being safe from a fire in your home.

HEALTH EDUCATION, GRADE 4

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 4: RELATE THE IMPORTANCE OF SEEKING PROFESSIONAL HELP IN EMERGENCY SITUATIONS

Resources

Current Health, Nov. '88

TEACHING ACTIVITY: Have students read "Help Is Just a Call Away." Review with students the difference between emergencies and non-emergencies. Have students give examples of both and discuss what to do for each one and why.

Assessment: Students will complete a worksheet where they check the box if the emergency situation calls for professional help and also tell why it is important to get help.

RETEACHING ACTIVITY: Discuss emergency procedures for different situations. Write various emergencies on flash cards. Show each card to students and have them suggest the proper procedure to follow for each situation. If professional help is needed, have students say why.

Assessment: Divide students in small groups and assign them an emergency situation that requires professional help. Have the students act out the accident, calling for help and caring for victims until professional help arrives.

EXTENSION: Have students read newspapers to locate five articles about accidents and other emergency situations. Have students clip the articles which describe how the victims were helped and by whom.

HEALTH EDUCATION, GRADE 4

I. STRAND 9: DRUGS

OBJECTIVE 1: EXPLAIN WHY THE USE OF ALCOHOL, TOBACCO, MARIJUANA, AND OTHER DRUGS IS WRONG AND HARMFUL

TEACHING ACTIVITY:

1. Alcohol - *Choosing Good Health.* Read pages 156-159. Discuss what alcohol does to the nervous system and how it affects body control. Tell why a person can lead a more healthful life without alcohol.

2. Tobacco - *Choosing Good Health.* Read pages 153-155. Discuss three harmful substances in tobacco smoke and tell how they affect the body. Identify two diseases that can be caused by tobacco smoke.

3. Marijuana - *Choosing Good Health.* Read pages 160-161. Discuss what scientists do and don't know about marijuana and its harmful effects on the body.

Assessment:

1. Have students complete Handout 1 on Alcohol.

2. Have students complete Handout 2 on tobacco. Have students make posters that warn of the possible dangers of smoking tobacco. Write a persuasive paragraph against smoking.

3. Have students write a paragraph describing the effects of marijuana on the brain, lungs, heart, and cells.

RETEACHING ACTIVITY:

1. Explain that alcohol, tobacco, and other drugs can alter normal reactions. Use the overheads "Body Diagram" and "Brain Diagram" to show how different parts of the brain and body are affected by alcohol consumption.

2. Point out that people drinking alcohol can feel extremely happy, sad, or carefree. People smoking cigarettes are sometimes rigid and intense. People smoking marijuana sometimes imagine things.

3. Emphasize that using drugs is not a smart risk to take, since it can result in death, brain damage, jail terms, and other destructive situations.

Assessment: Use the attached quiz.

Answer Key:

1. A *3. C* *5. C*
2. D *4. C* *6. B*

EXTENSION: Divide students into groups. Have each group create a decorative display of the school rules and policies regarding drugs.

Resources

Education for Self-Responsibility II, "Prevention of Drug Use"

Choosing Good Health, pp. 153-161

Handouts 1-3

Current Health, Nov. '88, pp. 10-12, Vol. 12, No 3

Current Health, Nov. '88, pp. 3-9, Vol. 15, No 3

Current Health, Sept. '88, pp. 14-16, Vol. 12, No 1, "The Drug Detour"

COMPREHENSION

Using Context Clues—Drugs

Read each sentence. Find the missing word or words in the box. Then write the word or words in the puzzle. The circled letters will spell the Hidden Word. You may use your book if you need help.

alcohol	alcoholism	alcoholics	brain
normal	nervous system	habit	liver

1. Alcohol can weaken the heart and harm the _______. 1 ☐☐○☐☐
2. People who need alcohol to feel normal have a disease called _______. 2 ☐☐☐☐☐☐○☐☐☐
3. People with this disease are _______. 3 ☐☐○☐☐☐☐☐☐☐
4. It can be difficult for alcoholics to lead _______ lives. 4 ☐○☐☐☐☐
5. Drinking alcohol can become a _______ for some people. 5 ○☐☐☐☐
6. Alcohol slows down the _____ _____. 6 ☐☐☐☐○☐☐ ☐☐☐☐☐☐
7. Alcohol can cause a disease of the ________. 7 ○☐☐☐☐

Hidden Word Clue: People can live more healthful lives if they do not drink ____________________.

COMPREHENSION

Using Context Clues—Drugs

Read each sentence. Use the words in the box to fill in the missing word or words. Write your answers on the lines. You may use your book if you need help.

carbon monoxide
nicotine
tar
emphysema
lung cancer

1. ________________________ is a substance in tobacco smoke that makes the openings of the blood vessels narrower.

2. A disease where lumps grow in the lungs is
________________________ ________________________.

3. A gas in tobacco smoke that takes the place of oxygen in the smoker's blood is
________________________ ________________________.

4. A sticky brown substance that coats the inside of a smoker's windpipe is
________________________.

5. When tobacco smoke tears some of the air sacs in the lungs, it causes
________________________.

Classifying—Drugs

Read eachg word. Circle the word that describes it as a gas, disease, or drug. You may use your book if you need help.

6. emphysema — gas — disease — drug
7. tar — gas — disease — drug
8. carbon monoxide — gas — disease — drug
9. lung cancer — gas — disease — drug
10. nicotine — gas — disease — drug

ALCOHOL AND TOBACCO QUIZ

Directions:

Read each description. Choose the answer that best completes the description. Fill in the circle in the answer row that has the same letter as the answer you have chosen.

1. A drug found in drinks such as beer and wine is
   (A) alcohol (B) nicotine (C) tar (D) caffeine

   (A) (B) (C) (D)

2. A lung disease often caused by cigarette smoking is
   (A) coughing (B) alcoholism (C) influenza (D) emphysema

   (A) (B) (C) (D)

3. Any substance other than food that causes changes in the body is a
   (A) medicine (B) pill (C) drug (D) gas

   (A) (B) (C) (D)

4. The bad things in marijuana are called
   (A) cells (B) tar (C) cannabinoids (D) gas

   (A) (B) (C) (D)

5. Alcohol makes the nervous system
   (A) work longer (B) speed up (C) slow down (D) work as it should

   (A) (B) (C) (D)

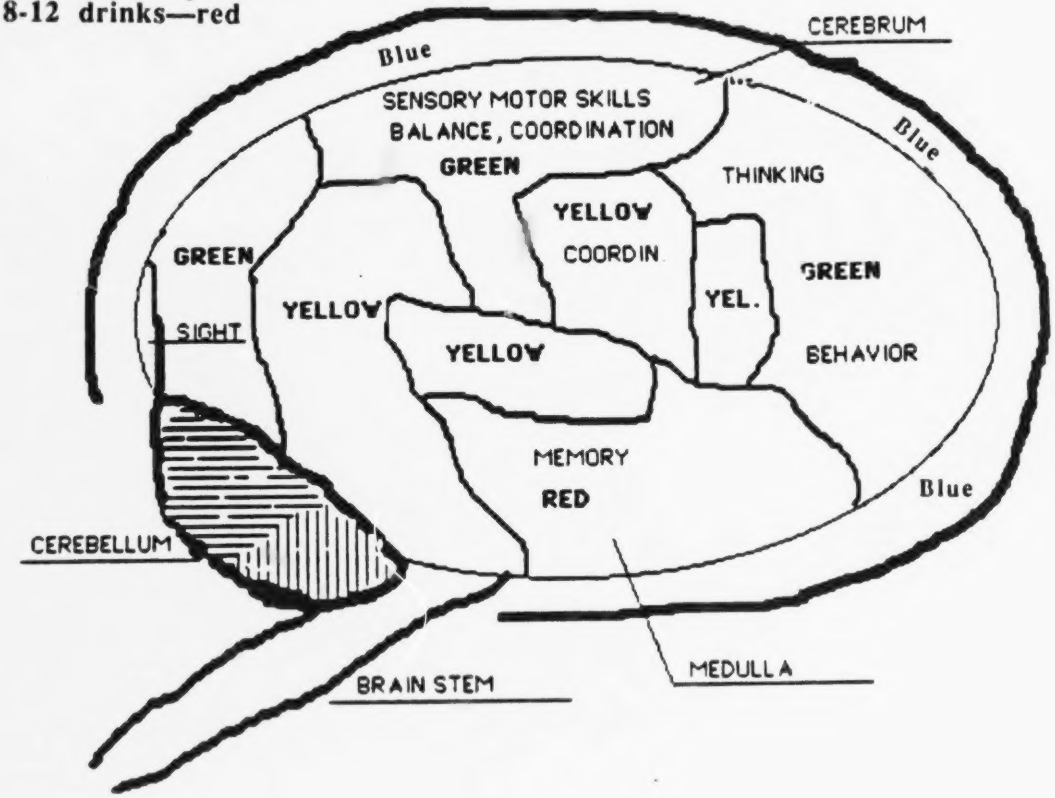
6. Alcohol, tobacco, and marijuana are
   (A) games (B) drugs (C) helpful (D) good

   (A) (B) (C) (D)

Student Handout 3
Assessment (I:1)
Health 4

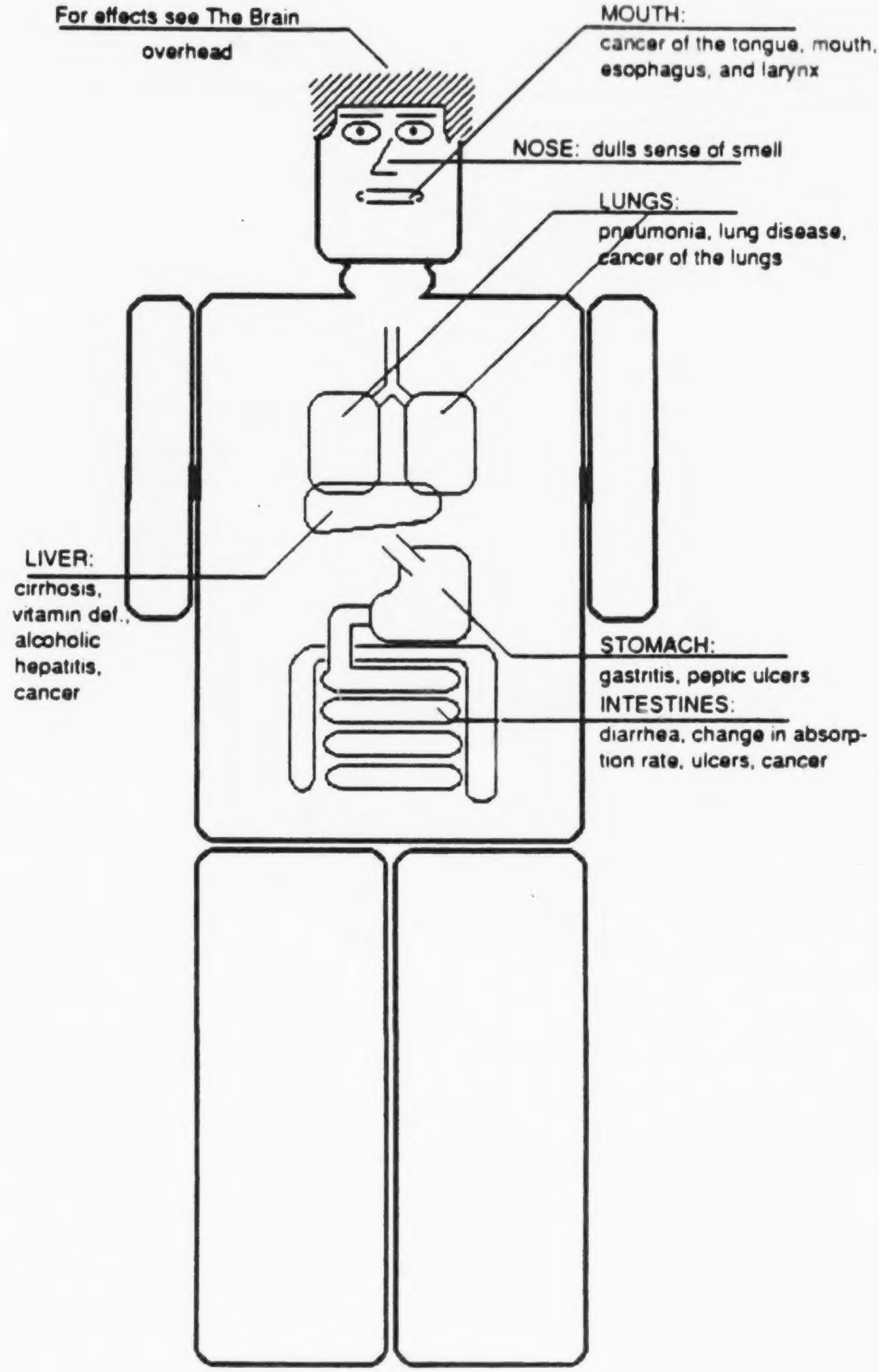
BRAIN DIAGRAM

1-2 drinks—blue
3-4 drinks—green
5-7 drinks—yellow
8-12 drinks—red


CEREBRUM
Blue
SENSORY MOTOR SKILLS
BALANCE, COORDINATION
GREEN
Blue
THINKING
YELLOW
COORDIN
GREEN
YEL.
GREEN
SIGHT
YELLOW
YELLOW
BEHAVIOR
MEMORY
RED
Blue
CEREBELLUM
MEDULLA
BRAIN STEM

Transparency
Reteaching Activity (I:1)
Health 4

BODY DIAGRAM


For effects see The Brain overhead
MOUTH: cancer of the tongue, mouth, esophagus, and larynx
NOSE: dulls sense of smell
LUNGS: pneumonia, lung disease, cancer of the lungs
LIVER: cirrhosis, vitamin def., alcoholic hepatitis, cancer
STOMACH: gastritis, peptic ulcers
INTESTINES: diarrhea, change in absorption rate, ulcers, cancer

Transparency
Reteaching Activity (I:1)
Health 4

HEALTH EDUCATION, GRADE 4

I. STRAND 9: DRUGS

OBJECTIVE 2: LIST HARMFUL OUTCOMES OF DRUG ABUSE IN THE AREAS OF SCHOOL ACHIEVEMENT, PERSONAL HEALTH, FAMILY WELL-BEING, GETTING AND KEEPING A JOB, AND PREDICTION OF FUTURE HAPPINESS

TEACHING ACTIVITY: Draw five columns on the chalkboard. Head the columns "school," "personal," "family," "job," "future." Divide class into five groups and assign one of the five topics to each group. Have each group compile a list of harmful outcomes that can result in each of the areas because of drug abuse. As each group shares its list with the class, write a composite list on the chalkboard and ask students for additional items for the list. Encourage students to comment on the items listed.

Assessment: Have students write two harmful outcomes or consequences of abusing drugs in each of the five areas discussed in the activity. Then, have students write a brief statement about how they would feel if any harm came to someone they cared about. What would they like to say to this person who had suffered because of drug abuse?

RETEACHING ACTIVITY: Suggest to students some ways which drugs may be abused. After each suggestion, ask students if they think that the behavior is wrong? against the law? okay - as long as it doesn't harm others? Have students indicate "yes" or "no" to each question by raising their hands or shaking their heads. When students disagree, encourage a discussion about the different answers.

EXTENSION: Have students write a letter to a friend explaining why they have chosen not to use drugs.

Resources

Education for Self-Responsibility II, "Prevention of Drug Use"

Choosing Good Health, pp. 153-162

HEALTH EDUCATION, GRADE 4

I. STRAND 9: DRUGS

OBJECTIVE 3: IDENTIFY WAYS IN WHICH ADVERTISEMENTS INFLUENCE THE USE AND MISUSE OF DRUGS

TEACHING ACTIVITY: Have students discuss how commercials they have seen or heard have influenced the choices they have made. Discuss why some people choose not to drink alcohol or smoke cigarettes in spite of the media's influence. Summarize students' comments on the chalkboard.

Assessment: Divide class into groups. Have each group create and present an advertisement for any product, using whatever means of persuasion they wish. Have the class identify what influenced them most about an ad. Voices? Humor? Attractiveness? Excitement?

RETEACHING ACTIVITY:

1. Using the worksheet "Media Awareness," have students collect data on the frequency of the media's presentation of drug use. Have them begin by looking through a magazine and counting the advertisements for tobacco, alcohol, and other drugs. Continue the activity as homework by instructing students to monitor television advertisements and billboards.

2. Using the information collected by all students, arrive at a class tally for each substance counted. (Be sure the students understand the word "tally.")

Assessment: Have students interpret the data by asking them the following questions:

- Which substance gets the most attention?
- Which substance gets the least attention?
- Did you see any cigarette advertisements on television? (*No*) Why or why not? *(It is illegal to advertise cigarettes on television.)*
- Do you think the advertisements cause people to buy more of these products?

EXTENSION: Have the students list ways of letting advertisers know their objections to advertisements for certain products. For example, students can write letters or send petitions to local T.V. stations and to the heads of ABC, CBS, NBC, and other networks.

Resources

Education for Self-Responsibility II, "Prevention of Drug Use"

Choosing Good Health, pp. 149-150

NAME ______________________________ DATE ____________________

Media Awareness: Part 1-Collecting the Data

Make a tally of the number of times you see the following advertisements.

DRUG	TELEVISION	BILLBOARDS	MAGAZINES	TOTAL
OVER-THE-COUNTER DRUGS				
TOBACCO Cigarettes Snuff Chewing tobacco				
ALCOHOL Beer Liquor				
ALCOHOL Wine coolers Wine				

CLASS TOTALS

TOBACCO	OVER-THE-COUNTER	ALCOHOL (wine & coolers)	ALCOHOL (beer & liquor)	TOTAL

Student Handout
Reteaching Activity (I:3)
Health 4

HEALTH EDUCATION, GRADE 4

I. STRAND 9: DRUGS

OBJECTIVE 4: DESCRIBE THE EFFECTS OF PEER PRESSURE ON MAKING CHOICES ABOUT TAKING DRUGS

Resources

TEACHING ACTIVITIES:

1. Ask students to name various people who have influenced them in making a decision. List answers on the chalkboard. Have students discuss the feelings which they experienced when they felt this pressure? How would they feel if these same people asked if they would like to try a drug? Ask students whose responsibility is it to make choices about taking drugs?

Education for Self-Responsibility II, "Prevention of Drug Use"

2. Lead a class discussion on peer pressure and ask students to suggest ways to deal with a person who pressures them to do something they don't want to do. (Refer to Teacher Resource.)

Choosing Good Health, pp. 157-161

Assessment: Using Handout 1, have students read the situations on the worksheet "What Happens Next?" For each situation ask students to predict what will probably happen next based on their knowledge of peer pressure and strategies to deal with peer pressure. Have students role play several different versions of each situation.

Handout 1

Teacher Resource

RETEACHING ACTIVITY: Divide the class into groups. Have each group role play the following situations:

- A friend offers you a marijuana cigarette or a pill. You refuse, but you both are caught and get in trouble with the teacher, principal, parents, and the police.
- Convince a friend that he or she should not use drugs.
- A friend excludes you from his or her group because you were seen playing with a student who smokes cigarettes.
- A friend borrows money for lunch and later spends it on a bottle of correctional fluid. Then he or she wants to borrow more money.

Let the class respond to each role play by suggesting other ways the scene could have been acted out. Stress that peer pressure can be exerted in many different ways.

Talk about the opportunity each student has to be a positive role model for his or her fellow students. Explain that students can influence their friends' behavior and actions in a positive way by letting it be known that they do not take drugs.

EXTENSION: Hold a poster contest with prizes (such as movie tickets or restaurant coupons) for the best poster illustrating a "drug-free" message. Encourage students to create posters depicting:

- healthy alternatives to drug use
- natural highs
- the advantages of attending a drug-free school
- that breaking the law is wrong

Encourage creativity and originality. Emphasize that the posters should appeal to children their own age by being eye-catching and bright.

Hang the winning posters in a prominent place. Hang all other posters around the school.

INFORMATION FOR DISCUSSION ON PEER PRESSURE

Discuss peer pressure. Ask students:

- What does it feel like when friends or other people your age put pressure on you to do something you don't want to do?
- What are some ways to deal with a person who pressures you to do something you don't want to do? Examples are:
  - change the subject
  - make an excuse/leave the situation
  - say "no, thank you"
  - make a joke about why you won't do it

Explain that sometimes other people may try to pressure students to use harmful substances such as:

- beer, wine coolers, and liquor
- cigarettes, snuff, and chewing tobacco
- marijuana
- inhalants like spray paint, correction fluid, model glue, aerosol sprays, and gasoline

These substances are very harmful and dangerous to the health of the people that use them. Emphasize that if people put pressure on students to use these substances, it is very important that they refuse to give in to the pressure. Tell students that if this happens, they should tell a responsible adult such as a parent, teacher, or another adult they trust.

NAME__________________________________DATE __________________

WHAT HAPPENS NEXT?

1. Some kids are going to a neighbor's house after school because the parents are not home. They are going to try cigarettes for the first time. One of the kids does not want to try cigarettes. What happens next?

2. Five kids in a neighborhood are camping out in one of the kid's backyard. Three of the kids have brought cans of beer they took from their parents' refrigerators. They try to get the other two kids to drink the beer with them. What happens next?

3. A group of kids are in an abandoned building after school. They have some spray paint and some aerosol cans, and they are sniffing the fumes from the cans. Two good friends of one of the kids follow them into the building. The group tries to tell the two friends that they should try sniffing, too. They talk to each other and decide they do not want to try this. What happens next?

GRADE FOUR

SAFETY

Physical and Psychological Safety

Scope and Sequence

- Science
- Social Studies
- Health

SCIENCE
SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Practice safety in using materials and equipment	• Practice safety in the use of materials and equipment
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the five sense organs used to observe the environment. Safety: do not touch, pickup, or taste unknown objects or substances without adult supervision	• Identify various parts of plants used for food

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Accept responsibility for one's behavior at home and at school	• Select appropriate ways of dealing with one's personal and social responsibilities in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify one's personal role in terms of home, school, and neighborhood	• Develop a rationale describing the importance of civic participation in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Determine the need for rules in the home, school, and community	• Apply leadership qualities of honesty, sensitivity, and consideration in performing civic and social responsibilities
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Compare rules and authority figures in home, school, and community	• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Describe the functions of lawmakers
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Interpret the consequences for violations of rules/laws

SCIENCE
SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	
Explosions • Identify the formation of solution as a physical change and combining of substances with oxygen as a chemical change	**Weather Safety•** • Explain how different weather conditions are used to predict weather and the effect that they have on each other and on people	**Electrical Safety** • Demonstrate knowledge of electricity by comparing static and current electricity	
		• Demonstrate knowledge of electricity by classifying conductors and insulators and by comparing parallel and series circuits	

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Identify ways people show respect for public and private property	• Demonstrate good citizenship as measured by standards of conduct for the class, school, and community	• Demonstrate an understanding of the organization of the United States government	
• Interpret the consequences of violating community laws	• Explain how groups influence individual behavior	• Analyze historical documents and the rights, privileges and responsibilities set forth in each	
• Determine the critical attributes of local and state government.	• Compare and contrast governmental operations of the executive, legislative, and judicial roles at the local state and national levels		

HEALTH
SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Demonstrate respect for self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Exhibit positive attitude toward self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Distinguish between safe and unsafe behavior at home and at school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Explain how and when to dial emergency phone numbers
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety hazards at home and school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the role of immunization in disease prevention
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety rules for taking any drug

HEALTH
SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Recognize consequences of own behavior	• Recognize effects of various feelings on self and others including family members	• Differentiate between appropriate and inappropriate ways of expressing emotions	• Distinguish between responsible and irresponsible behavior
• Identify situations that demand decisions	• Describe various emotions found in self and others	• Identify personal characteristics that relate to a good mental self-concept	• Identify examples of showing the need for open communication between parents and children
• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Distinguish between emergency and non-emergency procedures	• Identify ways to build trust
• Recognize when a persons is in need of help	• Describe methods of accident prevention in home, school, and community	• Identify unsafe playground and crosswalk behavior	• Give examples of risk-taking behavior
• Identify personal health habits that help to prevent diseases	• Identify methods of preventing diseases including AIDS	• Outline procedures for escaping from disasters such as fire and tornadoes	• Identify general symptoms of life-threatening situations
• Explain how the proper use of medicine can help, while misuse of medicine can harm people	• Point out relationships of a healthy lifestyle to prevention of disease	• Describe importance of seeking professional help in emergency situations	• Identify proper first aid treatment for selected injuries such as burns and bruises
• Recognize that the use of illegal drugs is wrong and harmful	• Describe how the use of illegal drugs by children is wrong and harmful	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify factors which promote the spread of disease • Describe the most common diseases which may cause death, including AIDS

Physical and Psychological Safety

Integrated Scope and Sequence

Integrated Scope and Sequence

PHYSICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Emergency phone numbers (H) • Seat belts (H) • Fire drills (SS,H,S) • Inappropriate touching (H,S) • Crosswalks (H) • Dealing with strangers (H) • Accidents and injuries (H)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Family members (SS,H) • School personnel (SS,H) • Neighbors (SS) • Community helpers (H)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Classroom safety rules (SS) • School safety rules (SS) • Family safety rules (SS) • Neighborhood safety rules (SS)

PSYCHOLOGICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Sharing (SS) • Acting responsibly (H) • Making personal choices and family decisions (SS)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Feeling special toward self and others (H)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Recognizing that feelings change (H)

SS=Social Studies, H=Health, S=Science. Represents current curriculum content.

Integrated Scope and Sequence

PHYSICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Poisonous Plants (S) • Medications (H) • Crosswalks (H) • Cars/buses (H) • Bicycle (H) • Fire (H,S) • Emergency procedures (H) • Inappropriate touching (H,S)	• Traffic laws (H) • Street signs (H) • Emergency procedures (H) • Fire hazards/drills (SS,H,S) • Inappropriate touching (H,S)	• Emergency/non-emergency situations (H,S) • Weather (H,S) • Dealing with strangers (H)	• Life-threatening situations (H,S) • Natural disasters (H,S) • Fire hazards/drills (SS,H,S) • Electrical Safety (S)
• Family members (SS,H) • Neighbors (SS) • Community helpers (SS,H)	• Community law makers (SS) • State law makers (SS) • U.S. Government (SS)	• State and local governments (SS, S)	• U.S. Government law makers (SS)
• Work safety rules (SS) • Community laws (SS) • Neighborhood safety rules (SS) • Community safety workers (SS)	• Civic responsibility toward safety, (i.e., traffic signs, littering) (SS,S,H)	• Good citizenship (SS) • Local responsibilities for safety (SS) • State responsibilities for safety (SS)	• National responsibilities for safety (SS,S)

PSYCHOLOGICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Identifying dangerous situations ((H) • Resolving individual and group conflicts (SS) • Saying "NO" (H)	• Respecting the personal rights and property of others (SS) • Asserting personal rights, i.e., personal comfort and space (H)	• Making personal decisions (SS) • Taking responsibility for choices (H)	• Identifying responsible and irresponsible behavior (H) • Preventing risk-taking behavior (H)
• Earning respect from others (H)	• Recognizing one's strengths (H) • Dealing with stress (H)	• Analyzing one's strengths, weaknesses, and accomplishments (H)	• Applying effective coping skills (H)
• Building trust (H) • Relating to negative and positive feelings of others (H)	• Relating negative and positive feelings of others (H)	• Relating to personal loss, i.e., divorce, death (H)	• Communicating feelings (H) • Relating to personal loss and injury, i.e., loosing a friend, rape, (H)

PHYSICAL SAFETY, GRADE 4

PRACTICES AND RULES OF SAFETY

Traffic Laws/Street Signs/Strangers

(Local Objectives: H-H.1, H.2)

ACTIVITY: Describe traffic laws and street signs which both drivers and pedestrians must obey. Have students demonstrate the safe way to enter and exit a school bus and/or car. Emphasize safety practices that students should observe when approached by strangers and have students role play these safe behaviors.

Resources

Instructional	Community
Choosing Good Health, Grade 4, Scott, Foresman pp. 78-83	32 24a 24b

Assessment:

1. List the rules for crossing the street after leaving the school bus.
2. Give two rules for riding safely in a car.
3. List safety practices to be used when approached by strangers.

PEOPLE HELP EACH OTHER TO BE SAFE

State and Local Governments

(Local Objectives: SS-A.2, D.2, F.1)

ACTIVITY: Have the students create a pamphlet by using the telephone book to compile a list of names, addresses, and telephone numbers that would be useful to people moving into the community. Their lists might include police, fire department, hospital, school, veterinarian, ambulance, etc. Encourage the students to think of all services needed to help each other to be safe.

Instructional	Community
Texas, The United States, and The World, HBJ pp. 340-342	9 32 24a

Assessment: Give the students various emergency scenarios and have them explain which emergency phone numbers they would use.

CIVIC RESPONSIBILITIES TOWARD SAFETY

State Responsibilities for Safety

(Local Objectives: SS-D.1, D.2, F.1)

ACTIVITY: Have students interview five adults regarding the state's responsibilities for traffic safety. The student should prepare questions about how the state should enforce stricter safety laws.

Instructional	Community
Texas, The United States, and the World, HBJ Chapters 15-16	32 24a 25

Assessment: Have students write a 100-word essay summarizing the results of the adult survey on state responsibility toward safety or have students summarize the information on a graph.

PSYCHOLOGICAL SAFETY, GRADE 4

BEHAVIOR AND CONSEQUENCES

Taking Responsibility for Choices

(Local Objectives: H-B.2, B.4)

	Resources	
	Instructional	Community
ACTIVITY: Role play three scenarios which could result in responsible or irresponsible choices of behavior. Example: Kevin's friends dare him to steal candy from a store while they wait outside. Kevin gets caught. Discuss with students the possible outcomes for each stituation.	*Choosing Good Health, Grade 4,* Scott, Foresman p. 27	9 24a 20 19
Assessment: Give students a new scenario. Have them write a responsible and an irresponsible outcome for the situation.		

DEVELOPING A POSITIVE SELF-CONCEPT

Analyzing One's Strengths, Weaknesses, and Accomplishments

(Local Objectives: H-B.2, B.4)

	Instructional	Community
ACTIVITY: Pair students into partners. Have each student make three lists. One list will consist of 5-10 accomplishments of which he/she is proud. The second list includes things that he/she does not do well or that he/she could do better. The third list includes 5-10 things that each student thinks his/her partner does well or positive traits that the partner possesses. Have partners compare lists and share with the class.	*Developing Positive Self-Awareness, K-3* p. 116	27 33 20 19
Assessment: Ask the class, "Did anyone have four or more things on your list that were the same as your partner's? Did anyone have six or more things on their list that were completely different from their partner's? What did you learn about other's strengths, weaknesess, and accomplishments?"		

EMOTIONS AND THEIR EFFECTS

Relating to Personal Loss

(Local Objectives: H-B.1, B.2)

	Instructional	Community
ACTIVITY: Have students read a book and write a 100-word report on suffering a loss. See Resources for suggested books.	*The Dead Bird*, by Margaret Brown, Young Scott Books, *My Grandpaw Died Today*, by Joan Husslar, Behavioral Pub., *A Taste of Blackberries*, by Doris B. Smith, *The Mother Tree*, by Joan Whitehead, Seaberry Press	27 33 20 19
Assessment: Have students identify major characters, main theme, and any conclusion or resolution. Also, have students describe how the feelings in the story compare with feelings which they have experienced sometime in life.		

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital**
Program: Presentations
Target Area: K-5
Contact: Social Services Department
Phone Number: 926-2544
Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association**
Program: Heart Treasure Chest Kit (Grades K-1)
Heart Explorers Kit (Grades 1-3)
Target Area: K-5
Contact: Pam Hodges or Patricia Evans
Phone Number: 732-1623
Description: Education to decrease heart disease.

3. **Agency: American Red Cross**
Program: Health Education and Safety
Target Area: Grade 4
Contact: Grace Palmer
Phone Number: 732-4491
Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.**
Program: Counseling/Presentations
Target Area: PreK-5
Contact: Sarah Brooke
Phone Number: 336-8311, ext. 420
Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.**
Program: Spruce Emergency Youth Shelter
Teen Talk--Confidential Counseling 336-TALK
Target Area: Grade 5
Contact: Counselor on duty
Phone Number: 877-4663
Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services**
Program: Presentations/Counseling
Target Area: K-5
Contact: Theresa Rembert
Phone Number: 926-1231
Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Center for Creative Living**
Program: A program for early childhood and elementary level school-age children. Parent-child counseling
Target Area: PreK-5
Contact: Diane McClain
Phone Number: 429-0521
Description: A learning center for creative thinking.

8. **Agency: Charter Hospital**
Target Area: Grade 5
Program: Substance Abuse, Self Esteem
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

9. **Agency: Circle T. Girl Scout, Inc.**
Target Area: K-5
Program: Presentations
Contact: Sandy Kautz
Phone Number: 737-7272
Description: Development of self-care skills.

10. **Agency: CPC Oak Bend Hospital**
Target Area: 1-5
Program: Counseling/Presentations
Contact: Denise Dugger
Phone Number: 346-6043
Description: Group and individual therapy on chemical dependency and psychiatric problems.

11. **Agency: Department of Human Services**
Target Area: PreK-5
Program: Presentations
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

12. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Target Area: Grade 5
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

13. **Agency: Family Services**
Target Area: K-5
Program: Counseling/Presentations
Contact: Margaret Kelson (for presentations)
Phone Number: 927-8884
Description: Individual, family and group counseling on a sliding fee scale. Presentations to teachers and parent groups. Play therapy is available.

14. **Agency: Fire Department, Fort Worth**
Target Area: K-5
Program: Fight Fire With Care
Learn Not to Burn
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

15. **Agency: First Texas Council of Camp Fire, Inc.** Program: I Can Do It, Too
Target Area: 1-3 Contact: Liz Fisk
Phone Number: 831-2111
Description: Self-reliance training skills program, teaching survival skills that children might need in the absence of adult supervision.

16. **Agency: Fort Worth Clean City, Inc.** Program: Sheriff Worth and Littering Lucy
Target Area: K-2
Contact: Sally Paremlee, Education Coordinator
Phone Number: 870-6306
Description: Volunteers assume characters of Sheriff Worth and Littering Lucy in a 20 minute educational presentation. Through interaction with two characters, students learn about the effects of littering.

17. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: K-5 Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

18. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: PreK-5
Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

19. **Agency: Fort Worth Girls Club** Program: Presentations on sexual abuse and dealing with stress
Target Area: 1-4
Contact: Sally De Foor
Phone Number: 926-0226
Description: Presentations on three programs: Kidability on anti-sex abuse program on assertiveness skills for 1st-4th grades; Kids Can Cope on dealing with stresses of life for 1st-4th grades; and Preventing Teen Pregnancy on how to talk to parents about sexuality.

20. **Agency: Fort Worth Independent School District** Program: Presentations/Consultation on Screening Community resources, programs and materials
Target Area: K-5
Contact: Sarah Brooke
336-8311, ext. 420
Frank Staton
336-8311, ext. 481
Marvin Boyd
878-3821
Description: Conduct presentations or arrange presentations on self-esteem, peer pressure reversal, communication skills, family dynamics, substance abuse, refocusing self-defeating behaviors, refusal skills, and helping children who live with chemically abusive adults.

21. **Agency:** **Fort Worth Independent School District**
Program: Charlie
Contact: Marvin Boyd
Target Area: 1, 3, and 5
Phone Number: 878-3821
Description: A drug education program which emphasizes living skills. The program is taught by parent or teacher volunteers, once a week for 24 weeks in grade 5, 17 weeks in grade 3, and 12 weeks in grade 1.

22. **Agency:** **Fort Worth Independent School District**
Program: DARE
Contact: Marvin Boyd
878-3821
Lt. John Ratliff
877-8050
Target Area: Grade 5 at Dunbar Fifth and Sixth Grade Center and elementary schools in the North Side, Diamond Hill and Polytechnic High School Pyramids.
Description: Life Skills Drug Program taught by specially selected and trained Fort Worth Police personnel. Classes are taught once a week for 17 weeks.

23. **Agency:** **Fort Worth Independent School District**
Program: McGruff being piloted in schools #80 and #64
Target Area: 1-3
Contact: Marvin Boyd
Phone Number: 878-3821
Description: A program which emphasizes safety including units on drugs.

24a. **Agency:** **Fort Worth Police Department**
Program: Officer Friendly
Target Area: PreK-5
Contact: Lt. John Ratliff
Phone Number: 877-8050
Description: Two uniformed police officers work full time in ten (10) elementary schools at all levels PreK-5 grades. The officers carry a message to the children of safety including the importance of being drug free. In addition to classroom presentations, the officers work with individual children, conduct field trips, and discuss safety issues, including peer pressure, and how to deal with strangers

24b. **Agency:** **Fort Worth Police Department**
Program: Presentation
Target Area: 3-5
Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

25. **Agency:** **Fort Worth Police Department**
Program: Red Light/Green Light Program
Target Area: PreK-3
Contact: Andrea Harbaugh, Crime Prevention Specialist
Phone Number: 870-6600
Description: Personal safety program designed for children; film-discussion format; many topics covered.

26. **Agency:** **March of Dimes**
Target Area: K-5
Program: Presentations on Safety
Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

27. **Agency:** **Mental Health Association of Tarrant County**
Target Area: K-5
Program: Early Learning Materials and Felt Board Stories on identifying feelings
Contact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

28. **Agency:** **Parenting Guidance Center**
Target Area: K-5
Program: Effective Parenting
Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

29. **Agency:** **Poison Control Program**
Target Area: PreK-2
Program: Poison Prevention Education with Cook Fort Worth Children's Hospital
Contact: Deborah Rubinson
Phone Number: 885-4371
Description: Program available to K-2 on a limited basis in fall and spring; fifteen minute program on poison prevention, demonstrated by use of puppets; slide presentation available for older children.

30. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: K-5
Program: Play It Safe
Contact: Susan Loving Harris
Phone Number: 927-4039
Description: Personal safety with focus on sexual abuse.

31. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County**
Target Area: K-5
Program: Counseling and emotional support for rape victims
Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

32. **Agency:** **Safety Council of Fort Worth and Tarrant County, Inc.**
Target Area: PreK-5
Program: Safety Education Programs
Contact: Rommie E. Terrell
Phone Number: 831-0641
Description: School groups on safety education: Accident prevention and home safety.

33. **Agency:** **Tarrant Council on Alcoholism and Drug Abuse**

Program: Drug Education Puppet Show

Target Area: K-4

Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director

Phone Number: 332-6329

Description: Three different puppet shows aimed at different age groups (K-4); program for older youth above 6th grade. Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

34. **Agency:** **The Treatment Place (Parents United)**

Program: Individual therapy for the abused and abuser

Target Area: 1-5

Contact: Rita Foust

Phone Number: 877-3440 (24 hours)

Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

Health
GRADE FIVE
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. PERSONAL HEALTH	
Evaluate the importance of responsible decison making toward personal health care	
1. Identify oral disorders that can result from neglect of teeth	1B
2. Describe common hearing and vision problems	1C
3. Describe the relationship between the use of consumer products and personal health care	2A
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Distinguish between responsible and irresponsible behavior	1A
2. Identify examples showing the need for open lines of communication between parents and children	1A,2C 1A,2C
3. Identify various ways to build trust	
4. Compare advertising for information with advertising for appeal to emotional need for love and affection	1A,2A
5. Give examples of risk-taking behavior	1A
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Differentiate between natural and man-made disasters	1H,3B
2. Develop action plan for evacuation of home and school in case of fire or other disaster	1H,2D
3. Describe effects of pollution on physical, mental, and social health	1A,3B
4. Identify community agencies established to promote the health of the general public	3A,4A
5. Identify personal responsibilities for protecting renewable and nonrenewable resources	3B,4B
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Describe factors involved in physical and mental fatigue	1D
2. Describe benefits of aerobic and anaerobic exercise	1D
3. Identify some major body changes that take place during exercise and rest, and describe how these changes benefit the body	1D
4. Identify functions of the cardiorespiratory system	1G

THE LEARNER WILL:	ESSENTIAL ELEMENTS
E. NUTRITION	
Examine the major concepts of nutrition	
1. Identify major sources of key nutrients	1E
2. Relate disease prevention to good nutrition	1E,2B
3. Distinguish between natural and artificial items on food labels	1E
4. Evaluate a menu in terms of nutrition	1E
F. DISEASE	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Identify factors which promote the spread of disease	2B
2. Describe the most common diseases which may cause death, including AIDS	2B
3. Relate bacterial and viral infections to disease	2B
4. Describe the causes, symptoms, treatment, and prevention of major communicable and noncommunicable diseases, including AIDS	2B,C
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Describe the basic anatomy and functions of the cardiovascular system	1G
2. Identify the various stages of the life cycle	1G
3. Recognize the role of living cells in the creation of life	1G
4. Using appropriate terminology, identify physical changes in males and females during puberty	1G
5. Describe the structure and function of the reproductive system	1G
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Classify accidents according to type, e.g., burns, fractures, and cuts	1H
2. Identify proper first aid treatment for selected injuries and illnesses such as burn, bruises, sprains, headaches, fever, and bleeding	2D
3. Identify general symptoms of life-threatening situations such as shock and stopped breathing.	2D

THE LEARNER WILL:	ESSENTIAL ELEMENTS
I. DRUGS Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. State wrong and harmful outcomes to self and others when young people use illegal drugs such as alcohol, marijuana, and tobacco	1F
2. Identify verbal strategies for saying no to someone who pressures others into using drugs	1A,F
3. Identify basic laws governing the use of legal and illegal drugs	1F
4. Recognize problems associated with the misuse of over-the-counter and prescription drugs	1F
5. Cite examples of how particular advertisements can encourage drug use	1F,2A

Health Grade 5
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
The nine health strands (major objectives) may be taught in any order. The objectives below are to be taught in the following order when the specified strand is taught.	
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Distinguish between responsible and irresponsible behavior (1A)	18-23
3. Identify various ways to build trust (1A, 2C)	18-23
5. Give examples of risk-taking behavior (1A)	24-25
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Differentiate between natural and man-made disasters (1H, 3B)	246-254
5. Identify personal responsibilities for protecting renewable and non-renewable resources (3B, 4B)	246-254
3. Describe effects of pollution on physical, mental, and social health (1A, 3B)	255-259
4. Identify community agencies established to promote the health of the general public (3A, 4A)	260-267
2. Develop an action plan for evacuation of home and school in case of fire or other disaster (1H, 2D)	112-118
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
4. Identify functions of the cardiorespiratory system (1C)	162-166
1. Describe factors involved in physical and mental fatigue (1D)	162-166
2. Describe benefits of aerobic and anaerobic exercise (1D)	172-173
3. Identify some major body changes that take place during exercise and rest, and describe how these changes benefit the body (1D)	172-175
E. NUTRITION	
Examine the major concepts of nutrition	
1. Identify major sources of key nutrients (1E)	132-137
4. Evaluate a menu in terms of nutrition (1E)	138-147
2. Relate disease prevention to good nutrition (1E, 2B)	138-147
3. Distinguish between natural and artificial items on food labels (1E)	149-155

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives* (Essential Elements)	Resources
F. DISEASE	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
3. Relate bacterial and viral infections to disease (2B)	218
1. Identify factors which promote the spread of disease (2B)	218-220
2. Describe the most common diseases which may cause death, including AIDS (2B)	223-235
4. Describe the causes, symptoms, treatment, and prevention of major communicable and noncommunicable diseases, including AIDS (2B, C)	218-241
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood.	
1. Describe the basic anatomy and functions of the cardiovascular system (1G)	50-59 *Heart Explorers* Amer. Heart Assoc.
2. Identify the various stages of the life cycle (1G)	
3. Recognize the role of living cells in the creation of life (1G)	Curriculum
4. Identify physical changes in males and females during puberty (1G)	
5. Describe the structure and function of the reproductive system (1G)	
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Classify accidents according to type, e.g., burns, fractures, and cuts (1H)	122-126
2. Identify proper first aid treatment for selected injuries and illnesses such as burns, bruises, sprains, headaches, fiber, and bleeding (2D)	125
3. Identify general symptoms of life-threatening situations (2D)	122
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
5. Cite particular advertisements and commercials which encourage drug use (1F, 2A)	197
1. State wrong and harmful outcomes to self and others when young people use illegal drugs such as alcohol, marijuana, and tobacco (1F)	188-192
2. Identify verbal strategies for saying no to someone who pressures others into using drugs (1A, F)	198

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives* (Essential Elements)	Resources
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Identify oral disorders that can result from neglect of teeth (1B)	78-83
2. Describe common hearing and vision problems (1C)	Grade 4, 57-68
3. Describe the relationship between the use of consumer products and personal health care (2A)	90-94
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions.	
2. Identify examples showing the need for open lines of communication between parents and children (1A, 2C)	12-17
4. Compare advertising for information with advertising for appeal to emotional need for love and affection (1A, 2A)	10-39
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs.	
3. Identify basic laws governing the use of legal and illegal drugs (1F)	Text Supplement
4. Recognize problems associated with the misuse of over-the-counter drugs (1F)	188-191

***Certain objectives are taught throughout the course/grade level.**

HEALTH EDUCATION, GRADE 5

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 1: IDENTIFY ORAL DISORDERS THAT COULD RESULT FROM NEGLECT OF TEETH

TEACHING ACTIVITY: (Group discussion) Read *Choosing Good Health* pp. 81-83, "Taking Care of Your Teeth," with students and discuss problems that result if teeth are not taken care of.

Assessment: Have students answer questions on p. 83. Ask questions about the discussion over *Choosing Good Health*, pp. 81-83. Be sure students understand what happens to neglected teeth.

TEACHING ACTIVITY: Have students chew a red tablet provided by the school nurse. The tablet contains a harmless dye and will stain any plaque left on the teeth after brushing. Remind students to brush and floss especially well in the red areas.

RETEACHING ACTIVITY: Ask a dental hygienist or the school nurse to visit the class and demonstrate proper brushing and flossing techniques.

EXTENSION: Have students make a poster depicting proper care of teeth. You may also have them include problems that result if these steps are not followed.

Resources

Choosing Good Health
pp. 81-83

HEALTH EDUCATION, GRADE 5

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: DESCRIBE COMMON HEARING AND VISION PROBLEMS

TEACHING ACTIVITY: Have group discussion on problems such as deafness, difficult hearing, nearsightedness, and farsightedness. Emphasize to students the difficulties that they would face in daily activities if they suffered from these problems.

Have students offer suggestions for taking care of eyes and ears. These could include reading with adequate light, not looking directly into the sun, avoiding loud noises or using ear protectors, and having regular checkups.

Assessment: (Check comprehension--oral.) Have students list common hearing and vision disorders and ways to prevent some hearing and vision problems.

(Check comprehension--written.) Copy and distribute the hearing and vision worksheet and evaluate responses for comprehension.

TEACHING ACTIVITY: Arrange for the school nurse to demonstrate how to test for vision and hearing problems or ask if you could borrow the equipment to do an informal check as a demonstration.

EXTENSION: Have students contribute pictures or text to a bulletin board entitled "Take Care of Your Eyes and Ears."

Resources

Health & Safety
For You
pp. 222-232

Hearing & Vision
Worksheet

Name______________________________________

HEARING AND VISION

Write T if statement is true and F if statement is false.

1. All hearing and vision problems can be prevented.
2. Looking into the sun is good for your eyes.
3. Read with plenty of light to avoid eyestrain.
4. Loud rock music can damage hearing.
5. Using earplugs does no good in keeping out loud noises.
6. Have your eyes checked every six years.
7. Watching television in the dark is really good for your eyes.
8. When using stereo headphones be sure to turn up the volume since nobody else can hear the music.
9. Nearsightedness and farsightedness can usually be corrected with glasses or contacts.
10. All hearing problems can be corrected with a hearing aid.

ANSWERS TO HEARING AND VISIONS WORKSHEET

1. F
2. F
3. T
4. T
5. F
6. F
7. F
8. F
9. T
10. F

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 3: DESCRIBE THE RELATIONSHIP BETWEEN THE USE OF CONSUMER PRODUCTS AND PERSONAL HEALTH CARE

TEACHING ACTIVITY: (Group discussion) List various health care products such as soap, shampoo, and toothpaste. Utilizing the information on pp. 90-94, *Choosing Good Health*, help the students determine which products are necessary for good health and which are not. Stress the importance of making intelligent decisons.

Assessment: (Check comprehension--oral.) Have students discuss the questions on p. 94 of *Choosing Good Health* and evaluate responses for students' comprehension.

RETEACHING ACTIVITY: Bring to class several advertisements for health care products. Point out the advertiser's purpose (to sell the product). Guide students to the understanding that advertisements may not always focus on the health reasons for using a product (e.g., toothpaste to whiten teeth rather than fight cavities) and that intelligent consumers buy products that promote good health.

Assessment: Have students make a list of the health care products (by brand) in their homes. Have them evaluate the list for unnecessary products and useful products.

Using pictures from magazines, have students make a collage of health care products which they use. Have students identify a wise use for each product.

EXTENSION: Have students create their own health care product and make a prototype. Have student volunteers make a prototype. Have student volunteers come up and "advertise" their product. Evaluate these for content--how did they convince the buyer?

Resources

Choosing Good Health pp. 90-94

Magazine advertisements

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 1: DISTINGUISH BETWEEN RESPONSIBLE AND IRRESPONSIBLE BEHAVIOR

Resources

Choosing Good Health, pp. 26-27.

TEACHING ACTIVITY: Discuss with students the importance of responsible behavior. Ask students to name some examples of responsible and irresponsible behavior. Write the responses on the chalkboard and elicit discussion of each from students.

Assessment: Prepare a transparency listing the behaviors below. Have students identify whether the behavior is responsible or irresponsible by raising their hands if the behavior is responsible and by crossing their arms in front of their chest if behavior is irresponsible.

- made my bed
- skipped school
- cut the grass
- did homework
- studied for a test
- spilled coke on Aunt Ella's new sofa
- cheated on a test
- baby sat for younger brother or sister
- called grandmother
- thanked Aunt Rose for a present

TEACHING ACTIVITY: Divide students into groups. Have a group recorder make two columns on a piece of paper, one for responsible behavior and one for irresponsible behavior. Have groups list the behaviors from the transparency in the appropriate column. Have groups then write an opposing behavior for each behavior listed.

Example:

Responsible	Irresponsible
1. Did homework - L	Watched T.V. - O
2. Attended school - O	Skipped school - L

L = from list
O = opposing behavior

Assessment: Have each group present its list to the class. Encourage students to ask questions if they don't agree with some of the behaviors.

EXTENSION: Have students create two scenarios which can be acted out in the classroom. Write a brief description of a situation which requires a behavioral response. Have students act responsibly and irresponsibly in each situation. Elicit class discussion of the difference between the two.

HEALTH EDUCATION, GRADE 5

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 2: IDENTIFY EXAMPLES SHOWING THE NEED FOR POSITIVE FAMILY RELATIONSHIPS

TEACHING ACTIVITY: Have students read aloud pp. 12-14, "Why Are Relationships Important," *Choosing Good Health.* Briefly summarize the content, emphasizing physical needs as well as need for love, understanding, and a feeling of belonging. Allow students to discuss why they think positive family relationships are so important.

Assessment: Have students write about a time when someone in their family made them feel very important and special because of something the family member did for them.

EXTENSION: Have students think about three special family memories and write those memories down on a piece of paper. Ask students to share those memories with their family at home. The student's family will help him/her to select a memory to share with his/her classmates the next day. The student may choose to share the memory with the class either verbally or pictorially.

Resources

Choosing Good Health, pp. 12-14

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 3: IDENTIFY VARIOUS WAYS TO BUILD TRUST

TEACHING ACTIVITY: Have students read pp. 24-35 on improving relationships in *Choosing Good Health*. Discuss with students the meaning of "trust" and its importance in making and maintaining all kinds of relationships. Write a definition for "trust" on the board or a transparency. Sample definition: The extent we are willing to share our feeling with someone is one indication of our trust in that person. Describe a situation where trust is established. Ask students to brainstorm additional situations involving trust.

Assessment: Utilizing the reading assignment from the textbook and the sample definition of trust, have students write in their own words what trust means to them. Then have students name five things that they can do to build trust in themselves.

RETEACHING ACTIVITY: Present to the students a scenario about two people, one who is trustworthy, and one who is not. Give examples of behaviors by both people to explain the difference between the two.

EXTENSION: Have students make poster for the saying, "TRUST IS..."

Resources

Choosing Good Health,
pp. 24-35.

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 4: COMPARE ADVERTISING FOR INFORMATION WITH ADVERTISING FOR APPEAL TO EMOTIONAL NEED FOR LOVE AND AFFFECTION

Resources

TEACHING ACTIVITY: Review the purpose of advertising in general. Have students brainstorm ideas as the teacher records them on the chalkboard or a transparency. Answers should include:

- Convince the consumer to choose a certain product
- Introduce people to a new product

Discuss the fact that some advertisements provide necessary information to help people to decide whether the product is really what they need. Example: Food and medicine labels. Discuss how some advertisements appeal more to a need to be popular and loved. Example: Mouthwash.

Assessment: Divide students in groups. Have each group write two advertisements. One advertisement will stress information about a health product. The second advertisement is to appeal to one's desire to be loved and needed.

EXTENSION: Have students each bring a health product to class. They are to "sell" the product to the class by utilizing whatever methods they wish. The class, in turn, will analyze the advertisement with respect to what the advertisement was actually selling: information or appeal.

Choosing Good Health, pp. 90-94.

HEALTH EDUCATION, GRADE 5

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 5: IDENTIFY EXAMPLES OF RISK-TAKING BEHAVIOR

Resources

Choosing Good Health, pp. 100-111

TEACHING ACTIVITY: Discuss with the students the danger involved in careless behavior. Give examples of careless conduct such as swimming alone and riding a bicycle on the wrong side of the street. Have students give examples of risk which they have taken. What were the results? Reinforce the need for thinking before acting.

Assessment: Make a list of ten behaviors on a transparency. Have students number their pages 1-10. They will indicate whether the behavior is "risky" or "safe." If the behavior is risky, have them describe the risk(s) involved.

Sample Behaviors:		Risky	Safe
1.	Smoking	____	____
2.	Using drugs	____	____
3.	Looking both ways before crossing the street	____	____
4.	Hitchhiking	____	____
5.	Keeping someone's secret	____	____
6.	Fastening seat belts when in car	____	____
7.	Sky diving	____	____
8.	Counting calories	____	____
9.	Swimming alone	____	____
10.	Taking a nap	____	____

RETEACHING ACTIVITY: Have students make a list of all the risks that they have taken today. Allow students to brainstorm ideas and discuss the degree of risks involved with each idea.

EXTENSION: Have students keep a log for one day of the risky behavior that they observed at home, school, or elsewhere. Have them explain why the behaviors are risky.

HEALTH EDUCATION, GRADE 5

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 1: DIFFERENTIATE BETWEEN NATURAL AND MAN-MADE DISASTERS

TEACHING ACTIVITY: Discuss the difference between natural and man-made disasters. Describe how man-made disasters such as fires occur. Read and discuss page 112 through 117, in *Choosing Good Health*, pointing out various examples of natural disasters and their consequences.

Assessment: Have students classify disasters into two categories (natural and man-made). The teacher will name a disaster. Students will write "nature" or "man" as the cause of each disaster. As answers are checked, corrective feedback from teacher and students will be provided.

RETEACHING ACTIVITY: Divide students into groups. Assign one natural and one man-made disaster to each group. Each group will be responsible for reporting to the class the possible causes of each disaster, the effects or consequences of each, and possible ways to prevent a recurrence of a similar disaster.

EXTENSION: Draw a picture of a man-made disaster and explain how the disaster could have been prevented.

Resources

Choosing Good Health,
pp. 112-118

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 2: DEVELOP AN ACTION PLAN FOR EVACUATION OF HOME AND SCHOOL IN CASE OF FIRE OR OTHER DISASTER

Resources

TEACHING ACTIVITY: Relate to the students the importance for having an escape route in the home and school. Discuss the necessity for being able to move quickly in the event of an emergency. Explain the significance in maintaining composure and not losing self-control. Have the students write their own escape route plan for school and home.

"Learn Not to Burn," Fire Dept.

Assessment: Have students write their own definitive action plan for evacuation of home and school. Check each student's action plan for safety and completeness.

RETEACHING ACTIVITY: Have students draw a diagram of the floor plan of their home. Students will draw arrows indicating the escape route. Help students write important information about steps to take while evacuating.

Exit Drills in the Home

Review and analyze the school evacuation plan with students.

Have a fire department representative speak to the class about evacuation during a fire.

Assessment: Ask students to share evacuation plan for home with their families. Have them encourage their families to practice the drill at home and report to the teacher on the success of the drill. Have students practice the evacuation drill at school. Encourage students to evaluate the performance fairly. Observe for correctness of procedure.

EXTENSION: Have students explain the possible effects which the burning down of a school has on a community.

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 3: DESCRIBE EFFECTS OF POLLUTION ON PHYSICAL, MENTAL, AND SOCIAL HEALTH

TEACHING ACTIVITY: Review various examples of pollution such as water, air, and noise pollution for the students. Explain why it is important to maintain a clean environment. Have the students make a brief listing in three columns of the harmful effects of pollution as it affects mental, physical, and social well-being. Use *Choosing Good Health*, pp. 255-259 for background information.

Assessment: Evaluate the student's understanding of pollution and its effects by having them answer in written form the questions on p. 259.

RETEACHING ACTIVITY: Distribute pictures of various kinds of pollution to small groups. Have groups discuss the ways that one's physical, mental, and social health may be affected. Have each group prepare to present an oral report to the class.

EXTENSION: Have students describe a pollution-free community and explain its effects on the mental health of the community.

Resources

Choosing Good Health,
pp. 261-267

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 4: IDENTIFY COMMUNITY AGENCIES ESTABLISHED TO PROMOTE THE HEALTH OF THE GENERAL PUBLIC

TEACHING ACTIVITY: Discuss with the students the importance of such agencies as the American Heart Association, the American Cancer Society, the Environmental Protection Agency, and the local health department. Explain the roles they play in our society. Have the students name other agencies that help the general public and discuss their answers.

Assessment: Write five health problems on a transparency or on the chalkboard. Have students identify which community agency should be contacted to take care of the problem. Have them explain their answers.

RETEACHING ACTIVITY: Have a staff member from the public health department talk to students about various problems in the community and who is directly responsible for taking care of the problem.

Example: Icy roads - city road crews
Flu epidemic - local doctors and public health medical staff

EXTENSION: Have students organize a recycling campaign for collecting aluminum cans, newspapers, glass jars, and bottles. Have them prepare posters for advertising the purpose of the campaign--to promote the health of the general public.

Resources

Choosing Good Health,
pp. 261-267

HEALTH EDUCATION, GRADE 5

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 1: DESCRIBE FACTORS INVOLVED IN PHYSICAL AND MENTAL FATIGUE

TEACHING ACTIVITY: (Group discussion)

Explain to students that mental and physical fatigue make it difficult to complete daily activities. Mention that while fatigue is normal and the body needs rest, sometimes things we do cause more fatigue than normal. List some causes of fatigue, such as stress, overexertion, lack of sleep, poor posture, and poor nutritional habits.

Assessment: (Check comprehension--oral.)

Ask the following questions orally and monitor student responses.

1. What does "fatigue" mean?
2. What factors cause fatigue?
3. What are some things you can do to lessen fatigue?

RETEACHING ACTIVITY: Have a student volunteer to pantomime a cause of fatigue and let the rest of the class guess what it is and suggest ways to overcome the type of fatigue depicted.

Assessment: Have students make a poster entitled "Causes of fatigue." Have students find pictures of people engaged in activities that cause fatigue and label the pictures by explaining how the activity depicted causes fatigue.

EXTENSION: Have students make a poster showing "A Very Fatiguing Day." Start on the left with the sun coming up and a person just getting out of bed. On the right, show the moon and the person in bed. In between, have students draw pictures showing fatiguing activities.

Resources

Choosing Good Health,
pp. 162-166

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 2: DESCRIBE BENEFITS OF AEROBIC AND ANAEROBIC EXERCISE

Resources

TEACHING ACTIVITY: (Group discussion)
Define aerobic and anaerobic exercise. (*Choosing Good Health*, pp. 172-181) Elicit examples of each type from the students. Point out the benefits of these exercises.

Choosing Good Health, pp. 172-181

Assessment: (Check comprehension--oral.)
Ask the following questions orally and monitor student responses.

1. Name two ways exercise can help the cardiovascular system.
2. Give an example of each of the two main types of exercise.
3. How often, how long, and how hard do you need to exercise to improve cardiovascular fitness?
4. Name three good activities for improving cardiovascular fitness.
5. What is one way to tell that your cardiovascular fitness is improving?

RETEACHING ACTIVITY: Discuss jogging as an aerobic activity. Using *Choosing Good Health*, pp. 167-171, teach students to find their heart rate. Take a resting heart rate, then have the students jog in place for one minute and take their heart rate. Discuss why their heart rate is higher and why that is good for them.

Have students demonstrate both aerobic and anaerobic exercises, describing which part of the body each exercise benefits.

Assessment: (Check comprehension--written.)
Assign Word Activity, p. 184 and Checking Up, p. 185 of *Choosing Good Health* to check student comprehension.

EXTENSION: Have students develop a routine of exercises of popular music. Ask for volunteers to teach the routine to the class.

HEALTH EDUCATION, GRADE 5

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 3: IDENTIFY SOME MAJOR BODY CHANGES THAT TAKE PLACE DURING EXERCISE AND REST, AND DESCRIBE HOW THESE CHANGES BENEFIT THE BODY

TEACHING ACTIVITY: Discuss with the students the benefits that result from exercise and relaxation. Explain the body changes such as rapid heart beat during exercise and the much slower heart beat while at rest or asleep. Remind students of the importance of daily exercise along with getting plenty of rest.

Assessment: Have students list on paper five changes that occur during exercise and five changes that happen during rest. Evaluate them for an understanding of body changes during exercise and sleep or rest.

RETEACHING ACTIVITY: Utilizing charts of the body systems, show students how certain organs such as the heart and lungs become overworked and need rest. Tell how the body benefits when the lungs and heart change activity and take a rest. Example: More oxygen is available for other body processes.

EXTENSION: Have students perform a self-test. Tell them to exercise vigorously, concentrating on what their body is doing (breathing hard, sweating, heart beating faster, etc.) Tell them to rest when they get tired and concentrate on the changes taking place. Have them describe in writing or pictorially the changes that took place and how those changes benefitted the body.

Resources

Choosing Good Health, pp. 162-166

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 4: IDENTIFY THE FUNCTION OF THE CARDIO-RESPIRATORY SYSTEM

TEACHING ACTIVITY: The Respiratory System

Read pages 42-49 of *Choosing Good Health* with the students. Discuss the parts of the respiratory system and the function of each. Read pp. 50-59 of Choosing Good Health with the students. Discuss the function of the cardiovascular system and ways to keep it healthy. Point out how both systems interact as a larger system called the cardio-respirartory system.

Assessment: (Check comprehension--written.)

Copy and distribute the Respiratory Systems worksheet to check student understanding of the lesson. (attached)

Assessment: (Check comprehension.)

Use the Cardiovascular System worksheet to test student comprehension. (attached)

RETEACHING ACTIVITY: Using pp. 60-61 of *Choosing Good Health* as a guide, teach students how to take their pulse. Demonstrate the proper use of a stethoscope. Let students take turns using the stethoscope to listen to their heart and lungs.

EXTENSION: Have students take their pulse several times a day for a week. Be sure they take their pulse at resting times and after exercise. Discuss the variations in pulse rate and the reasons for these variations. Help students find their average pulse rate.

Resources

Choosing Good Health, pp. 42-58

Stethoscopes

Respiratory System Worksheet

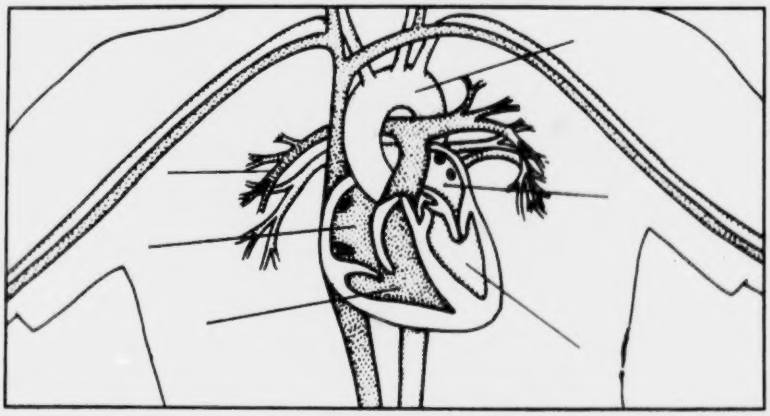
Cardiovascular System Worksheet

Name____ Date____________

THE CARDIOVASCULAR SYSTEM

Use the words below to label the diagram of the heart.

artery
vein
right atrium
right ventricle
left atrium
left ventricle



- Choose and circle the best answer.

1. A blood vessel that carries blood away form the heart is an
   a. artery
   b. atrium
   c. along

2. The throbbing in your arteries is your
   a. vein
   b. pulse
   c. lower

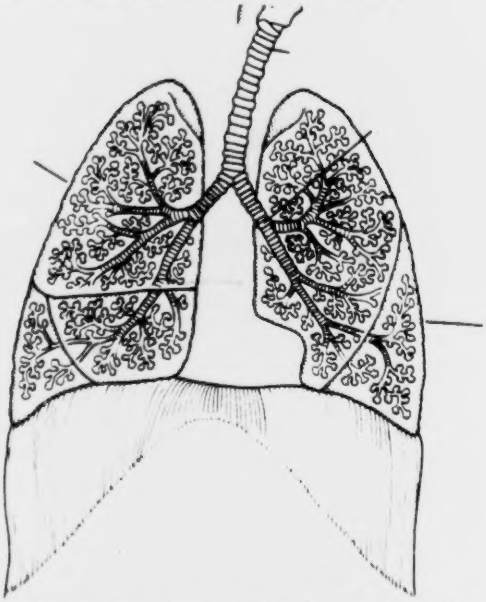
3. What body system carries oxygen, nutrients from foods, and water to body cells?
   a. cardiovascular system
   b. respiratory system
   c. kidney system

4. What parts keep blood from going in the wrong direction in the heart and in the veins?
   a. capillaries
   b. ventricles
   c. celia
   d. veins

5. Which are the blood vessels that have walls thin enough for substances to pass through?
   a. arteries
   b. capillaries
   c. veins
   d. bronchial tubes

THE RESPIRATORY SYSTEM

- Label the parts of a lung.



- Circle the best answer.

1. The _____ system includes the trachea, bronchial tubes, and the lungs.
   a. removes
   b. respiratory
   c. urinary

2. Celia help the lungs by
   a. moistening air
   b. increasing blood pressure
   c. moving mucus

3. The passages that go from the trachea to the lungs are
   a. air sacs
   b. bronchial tubes
   c. ureters
   d. veins

4. The chances of getting certain respiratory diseases are increased if you
   a. exercise
   b. smoke
   c. have regular medical checkups
   d. sleep a lot

Student Handout
Teaching Activity (D:4)
Health 5

HEALTH EDUCATION, GRADE 5

E. STRAND 5: NUTRITION

OBJECTIVE 1: IDENTIFY MAJOR SOURCES OF KEY NUTRIENTS

TEACHING ACTIVITY: Read aloud with students and discuss pp. 132-137 in *Choosing Good Health*. Review with the students the six major nutrients and their sources. Discuss which foods contain the specific nutrients and why.

Assessment: Have students write six nutrients and give 2 major sources of each.

RETEACHING ACTIVITY: Play the nutrient tic-tac-toe game. Divide the class into two teams. Draw a large tic-tac-toe diagram on the chalkboard. Alternately ask each team a question. Display a food picture and ask one member of the team to tell the nutrient it contains. If the student answers correctly, he or she places an X or a O on the diagram. Keep track of the number of games won by each team.

EXTENSION: Pose the following questions to students. If you were going to an island and could only take six different foods, what foods would you choose? Why? Would all the nutrients be there? Ask students to write a paragraph answering the questions.

Resources

Choosing Good Health,
pp. 132-137

E. STRAND 5: NUTRITION

OBJECTIVE 2: RELATE DISEASE PREVENTION TO GOOD NUTRITION

TEACHING ACTIVITY: Have students read and discuss pp. 142-144 in *Choosing Good Health*. Explain to the students how a good, healthy diet can help prevent certain diseases. Discuss with the class how many doctors feel that a high fiber intake can aid in resisting cancer, for example. Point out to students the benefits of eating many fruits, vegetables, and whole grain foods.

Assessment: As a written exercise, have the class make a list of five or more nutritional ideas that could help reduce the chance of disease. Examine the written lists and judge how well the students understand preventing diseases relative to nutrition.

RETEACHING ACTIVITY: List diseases on the chalkboard such as heart diseases, cancer, and allergies. Have students brainstorm ways which lack of nutrients or poor eating habits may cause disease.

EXTENSION: Have students research scurvy and rickets and give a report on one of the diseases which was caused by lack of nutrients many years ago.

Resources

Choosing Good Health,
pp. 142-144

E. STRAND 5: NUTRITION

OBJECTIVE 3: DISTINGUISH BETWEEN NATURAL AND ARTIFICIAL ITEMS ON FOOD LABELS

TEACHING ACTIVITY: Have students read and discuss pp. 154-155 in *Choosing Good Health.* Explain to the students the difference between natural and artificial ingredients in foods. Give examples.

RETEACHING ACTIVITY: Have students bring to class five food labels and have them read the labels aloud. Point out which ingredients are natural and which are artificial.

Assessment: Have students draw from a stack of food labels. Have them write which items are natural and which are artificial.

EXTENSION: Have students either collect five food labels from home or copy five labels from food in the neighborhood grocery. Make two lists: "natural " and "artificial." From the labels, list the ingredients under the appropriate list.

Resources

Choosing Good Health, pp. 154-155

E. STRAND 5: NUTRITION

OBJECTIVE 4: EVALUATE A MENU IN TERMS OF NUTRITION

TEACHING ACTIVITY: Discuss with the students about eating out in restaurants and how to choose a nutritious meal. Remind students that a balanced meal represents the four food groups. Point out that they should avoid sugar and fats as much as possible, although this is sometimes difficult at a restaurant, especially a fast-food restaurant. Discuss with students the sample meals on handout What's Wrong with these Meals.

Assessment: Bring samples of menus to class. Divide students into groups. Have each group study one of the menus to determine nutritional value. Have each group report its evaluation to the class.

RETEACHING ACTIVITY: Invite a food service manager or cafeteria supervisor at school to present the school menu and evaluate its nutritional worth.

EXTENSION: Have groups of students plan and design a menu for opening night at their new class-managed restaurant. Without listing group names or numbers on the menus, gather up all menus and redistribute them to different groups for evaluation. As each group reports, encourage comments from other groups.

Resources

Choosing Good Health, pp. 144-147

What's Wrong With These Meals? Common Flaws in Fast-Food Combinations

hamburger
french fries
cola

This meal has no calcium and is very low in vitamins. You might order a cheeseburger to add calcium, or substitute milk for the cola. Make sure to drink orange juice sometime during the day, and to eat a serving of green vegetables at another meal.

fish sandwich
milkshake

This meal provides very few vitamins. Have a salad later (or earlier) in the day, and pack along some fresh fruit for dessert.

double burger (or extra-large burger) with cheese
milkshake
french fries
pie

This meal contains far too many calories and much too much fat. Have a regular cheeseburger and skip the pie. Split the fries with someone else, and share the shake by combining it with a small carton of milk and dividing it into two portions (one for a friend). You'll double the calcium in your serving and cut the calories and fat.

Student Handout
Teaching Activity (E:4)
Health 5

HEALTH EDUCATION, GRADE 5

F. STRAND 6: DISEASES

Resources

OBJECTIVE 1: CLASSIFY FACTORS WHICH PROMOTE THE SPREAD OF DISEASE

Choosing Good Health, Chap. 8

TEACHING ACTIVITY: Prepare a transparency illustrating the three germs below. Explain actions of each.

1. bacteria
2. viruses → Get in the body through mouth, eyes, nose, or skin
3. fungi

Bacteria

streptococcus - causes strep throat, rheumatic fever

staphylococcus - causes sore throat, ear infections, pink eye, impetigo

Viruses - tiny infective agents; cause chicken pox, flu, colds, rabies

Fungi - mushrooms, molds, mildew, yeast; cause ringworm, athelete's foot

RETEACHING ACTIVITY: Discuss with students these factors that promote the spread of disease:

1. Not eating right, not getting all of your vitamins
2. Not washing food properly, not cooking or storing food properly
3. Not washing hands and body thoroughly
4. Drinking dirty (unsanitary) water
5. Using things after a sick person
6. Putting germs in the air by coughing or sneezing
7. Not staying current on vaccines
8. Putting dirty hands in your mouth, nose, or eyes
9. Using other people's makeup, combs, and brushes
10. Not washing and covering cuts.

Assessment: Have students complete the worksheet on diseases.

Worksheet
(attached)

WORKSHEET

NAME TWO OR THREE WAYS THAT DISEASE CAN SPREAD...

through the mouth -

1.
2.
3.

through the eyes -

1.
2.
3.

through the nose -

1.
2.
3.

through the skin

1.
2.
3.

Student Handout
Teaching Activity (F:1)
Health 5

F. STRAND 6: DISEASES

OBJECTIVE 2: DESCRIBE THE MOST COMMON DISEASES WHICH MAY CAUSE DEATH INCLUDING AIDS

TEACHING ACTIVITY: Guide a class discussion on the following:

Cardiovascular Diseases

1. atherosclerosis - fatty substances stick and clog artery walls
2. high blood pressure
3. stroke - something goes wrong in an artery of the brain
4. heart disease - early childhood problems, heart attack, heart failure

Cancer - growth of abnormal cells out of control (tumor)

1. lung cancer
2. leukemia
3. skin cancer

AIDS - Acquired Immune Deficiency Syndrome - HIV virus attacks the body's immune system, making it unable to fight off illnesses.

Assessment: Have students write complete sentences when answering the questions on Assessment handout. Tell them to use complete sentences in their answers.

RETEACHING ACTIVITY: Utilizing the pictures and charts in *Choosing Good Health*, pp. 227-235, describe each of the diseases discussed in this lesson.

Utilizing the *AIDS Questions & Answers for Kids*, "What Is AIDS?" read to students the description of AIDS.

EXTENSION: Have students interview a nurse, doctor, or authority on AIDS and other diseases to learn more about a selected disease. Students will make a list of questions before they go to their appointments. Have students who interviewed specialists on the same disease form groups and share information. Each group will report a summary of their findings to the class.

Resources

Choosing Good Health, pp. 227-235

AIDS Questions and Answers for Kids, The Learning Works

Handout - 1

ASSESSMENT

Use complete sentences to answer the following questions.

1. What is atherosclerosis?

2. How does high blood pressure damage the blood vessels?

3. What is a stroke?

4. What causes a heart attack?

5. Describe a cancer tumor.

6. What does AIDS mean?

7. Can AIDS be cured?

F. STRAND 6: DISEASES

OBJECTIVE 3: RELATE BACTERIAL AND VIRAL INFECTIONS TO DISEASES

TEACHING ACTIVITY: Review "bacteria" and "virus." Discuss "immunity and "carrier." Prepare a study sheet for the students. Include the following:

10 day measles: virus, breathing in virus when infected person sneezes, coughs, or talks.

Mumps: virus, breathing virus from infected person.

German Measles: virus, breathing virus from infected person.

Rabies: virus, found in saliva of rabid animal, bite of animal with rabies.

Typhoid fever: bacteria, food, or drink contaminated by infected person.

Chicken pox: virus, breathing in virus or touching liquid from blisters.

Whooping Cough: bacteria, breathing in germs

Meningococcal miningitis: bacteria, breathing or contact from infected person.

Tetanus: bacteria, germs enter through a wound.

Polio: virus, person-to-person contact

Flu: virus, person to person

Hepatitis: virus A&B; A: person to person; B: personal contact.

AIDS: virus, mixing of body fluids with infected person.

Assessment: Have students complete the Disease Worksheet. (attached)

RETEACHING ACTIVITY: Assign each student to pretend to be one of the diseases above. Students take turns standing in front of the class and telling the class about "themselves." For example, Johnny says, "I am a virus. I make people's jaws swell, and I can move from one person to another through their breathing. What disease am I?" (mumps)

Assessment: Have the students complete Disease Quiz. (attached)

Resources

Current Health Jan. 1979, pp. 3-11

Choosing Good Health, Chap. 8

Disease Worksheet (attached)

Disease Quiz (attached)

DISEASE WORKSHEET

DISEASE	CAUSE (Virus or Bacteria?)	HOW SPREAD
10 DAY MEASLES		
MUMPS		
GERMAN MEASLES		
RABIES		
TYPHOID FEVER		
CHICKEN POX		
WHOOPING COUGH		
MENINGOCOCCAL MENINGITIS		
TETANUS		
POLIO		
FLU		
HEPATITIS		
AIDS		

Student Handout
Assessment (F:3)
Health 5

DISEASE QUIZ

Pick the way or ways disease can be spread. Put the number or numbers next to the disease.

1. Touching an infected person, animal, or other source.
2. Touching something an infected person has touched, then carrying the germs to the mouth, nose, or open skin.
3. Breathing in germs that have been put into the air by an infected person or enter through an opening in the skin.
4. Using food, water, milk, blood, or any other subtance that is infected.
5. Getting bitten by a mosquito, tick, or other animal that carries the germs.

__________ 10 Day Measles

__________ German measles

__________ Typhoid Fever

__________ Meningococcal Meningitis

__________ Hepatitis

__________ Mumps

__________ Rabies

__________ Chicken Pox

__________ Polio

__________ Fly

HEALTH EDUCATION, GRADE 5

F. STRAND 6: DISEASES

OBJECTIVE 4: DESCRIBE THE CAUSES, SYMPTOMS, TREATMENT, AND PREVENTION OF MAJOR NON- AND COMMUNICABLE DISEASES INCLUDING AIDS

Resources

TEACHING ACTIVITY: Utilizing the Chapter Summary in *Choosing Good Health*, p. 242, and the transparency on the Immune Systems, review the causes, symptoms, treatment, and prevention of major communicable and noncommunicable diseases.

Current Health
Jan. 1979,
pp. 3-11

Divide the class into groups of four students each. Assign a disease to each group. The groups will discuss the disease and prepare a brief oral report on each disease. The four students in each group will each report on one of the following: causes, symptoms, treatment, or prevention. The groups may use a copy of the worksheet included in this lesson.

Choosing Good Health, p. 242

Immune Systems
Worksheet

Diseases to be assigned:

allergy
epilepsy
diabetes melitus
lung cancer
leukemia
cerebral palsy
malaria
10 day measles
cold
strep throat
typhoid fever
chicken pox
whooping cough
atherosclerosis
tetanus
flu
multiple sclerosis
hepatitis A&B
German measles
Rocky Mountain spotted fever
athlete's foot
ringworm
head lice
diphtheria
polio
muscular dystrophy
pneumonia
mumps
rabies
AIDS

Assessment: Have the attached worksheet duplicated and distributed to students. Have them select one of the diseases presented by a group other than their own. The students are to use the form to write a report on the disease which they selected.

Worksheet

EXTENSION: Have students, in their own words, describe the difference between the cause of the cold virus and the cause of the HIV virus in the immune system. Students may draw a chart to illustrate their description.

WORKSHEET

Name of disease ____

Cause of disease ____

____

Symptoms ____

____

____

____

Treatment ____

____

____

____

Prevention ____

____

____

____

Complications ____

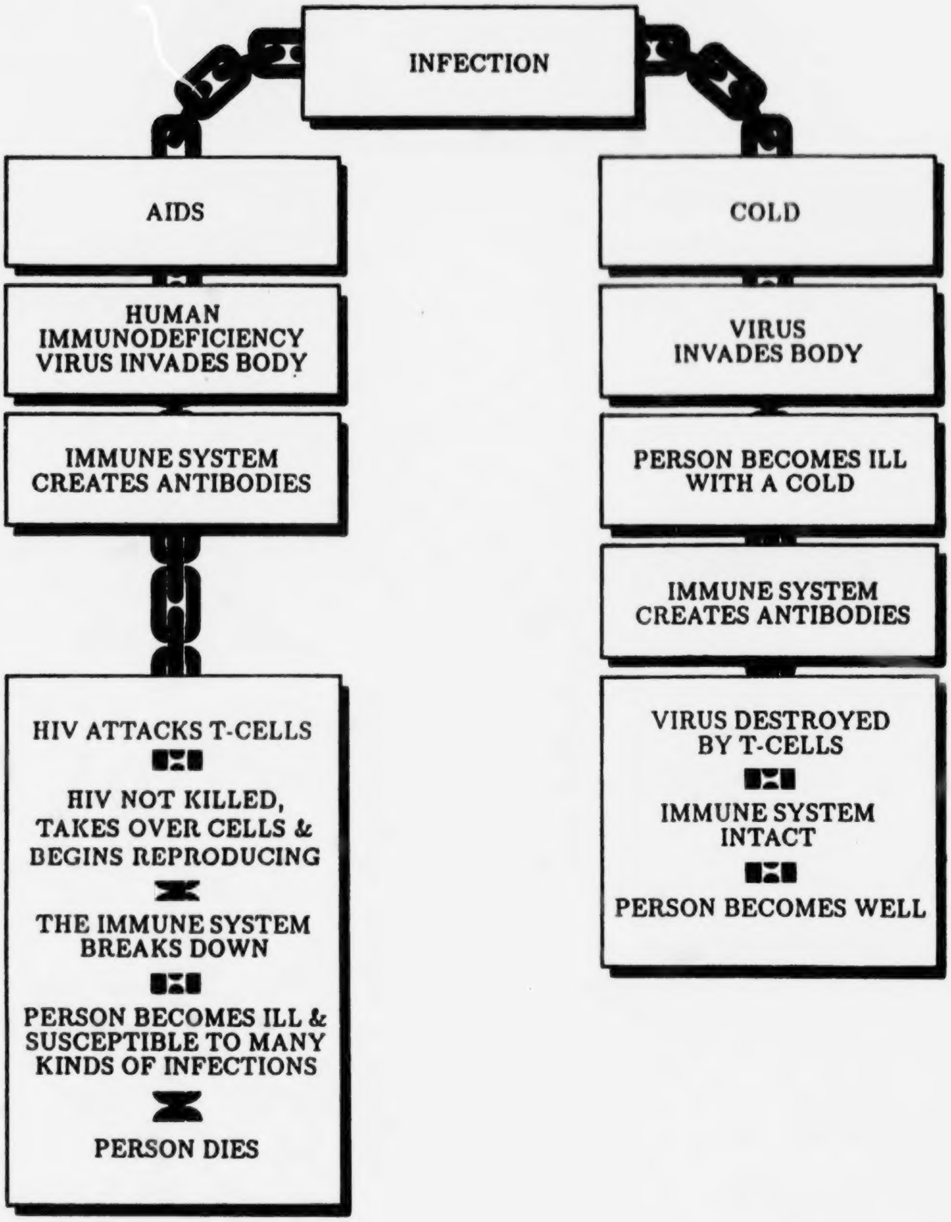
____

____

____

Student Handout
Teaching Activity (F:4)
Health 5

THE IMMUNE SYSTEM



INFECTION

AIDS

HUMAN IMMUNODEFICIENCY VIRUS INVADES BODY

IMMUNE SYSTEM CREATES ANTIBODIES

HIV ATTACKS T-CELLS

HIV NOT KILLED, TAKES OVER CELLS & BEGINS REPRODUCING

THE IMMUNE SYSTEM BREAKS DOWN

PERSON BECOMES ILL & SUSCEPTIBLE TO MANY KINDS OF INFECTIONS

PERSON DIES

COLD

VIRUS INVADES BODY

PERSON BECOMES ILL WITH A COLD

IMMUNE SYSTEM CREATES ANTIBODIES

VIRUS DESTROYED BY T-CELLS

IMMUNE SYSTEM INTACT

PERSON BECOMES WELL

Transparency
Teaching Activity (F:4)
Health 5

HEALTH EDUCATION, GRADE 5

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 1: DESCRIBE THE BASIC ANATOMY AND FUNCTIONS OF THE CARDIOVASCULAR SYSTEM

TEACHING ACTIVITY:

1. Have students describe the basic anatomy of the cardiovascular system by defining the following words as written on the chalkboard:

   cardio + vascular = cardiovascular
   (heart) (blood vessels) (heart and blood vessels)

2. Show a diagram of the heart or cardiovascular system on an overhead projector. Provide each student with a similar copy and colored pencils/markers. Help students to label the basic anatomy by its function. (Example: right atrium and ventricle would be the same color as the arteries, and the veins, left ventricle, and atrium would be the same color.)

3. Have students study the functions of the cardiovascular system by tracing the flow of blood as it is pumped throughout the body by the heart. Explain the difference between the blood that enters the heart and the blood that leaves the heart.

Assessment: Have students complete the handout, "Who Am I?"

In addition, have students answer the following question in writing: Name three behaviors that can help to maintain a healthy heart.

RETEACHING ACTIVITY: Present to students "Module One: How Your Heart Works," from the American Heart Association. Have students read, "Take a Fantastic Journey," and complete the review worksheet, "Interview with a Heart."

EXTENSION: Have students create an experiment to demonstrate how the cardiovascular system works. They may use the equipment provided in the "How Your Heart Works" kit as an example.

Resources

Choosing Good Health, pp. 50-57

Getting To Know Your Heart, American Heart Association

Handout

WHO AM I

Write the term in the blank which is described on the left.

1. We receive blood from all parts of the body. 1. ______________
2. We form the upper parts of the heart. 2. ______________
3. I carry blood away from the heart. 3. ______________
4. We are the lower parts of the heart. 4. ______________
5. We are where your blood picks up oxygen from the air you breathe. 5. ______________
6. We receive the oxygen rich blood from your lungs. 6. ______________
7. I am a blood vessel that carries blood to the heart. 7. ______________

ANSWERS:

RIGHT ATRIUM
VEIN
LEFT VENTRICLE
ARTERIES
LUNGS
RIGHT VENTRICLE
ATRIA
LEFT ATRIUM
LEFT ATRIUM
VENTRICLES

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 2: IDENTIFY THE VARIOUS STAGES OF THE LIFE CYCLE

Resources

Handout, "Life Cycle Stages"

TEACHING ACTIVITY: Discuss with students the stages of life from birth to death, giving a brief definition of each stage.

1. Infancy - first year of life after birth
2. Childhood - period of time between end of infancy and beginning of adolescence
3. Adolescence - period of time between childhood and adulthood
4. Adulthood - period of time following adolescence

Have students write each of the stages on a separate piece of paper. Next to each word, have them write the name of one person that they know who belongs in each category. If possible, have students write the person's approximate age. Discuss with students some of the physical, mental, and social characteristics of each stage, and have them complete the handout, "Life Cycle Stages."

Assessment:

1. Have students write the definition for each stage of the life cycle and give two characteristics of each.
2. Have students respond to the following questions.

   Situation - One of your friends tells you that she or he is concerned about his/her height. The friend thinks that he/she is too short and will remain that way as an adult. You know both parents, and they are rather tall.

   A. Why is there a good chance your friend will grow taller?
   B. What can you say to your friend that can help him/her?

RETEACHING ACTIVITY: Show pictures of people who represent various stages of life. Describe to students some of the possible physical, mental, and social characteristics of selected people in the pictures. Ask students to identify the probable stage of life to which these people belong.

EXTENSION: Have students act out various stages of life for the class. Students may give clues by demonstrating characteristic movements or by telling about a characteristic experience. Students observing will identify the stage of life being acted out.

LIFE CYCLE STAGES

Write the characteristics listed below under the appropriate stage of the life cycle.

INFANCY	CHILDHOOD	ADOLESCENCE	ADULTHOOD

1. growth spurt
2. weight levels off
3. learns to crawl
4. steady growth rate
5. teeth loosen and fallout, new ones grow
6. stops growing taller
7. puberty
8. teeth develop
9. learns to read
10. makes career decisions
11. begins to make own decisions
12. develops group skills
13. girls develop faster than boys
14. develops self-concept
15. recognizes familar sounds/people
16. develops communication skills

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 3: RECOGNIZE THE ROLE OF LIVING CELLS IN THE CREATION OF LIFE

Resources

TEACHING ACTIVITY: Discuss with students the concept of the cell being the basic unit of life. The egg cell from the mother and the sperm cell from the father unite to form a single cell which contains all of the traits which a child inherits. Ask volunteers to suggest some traits that they feel came from their mother and some that probably came from their father. (Eyes and hair color, height, etc.) Discuss briefly the process of cell division and growth as a baby is developed.

Choosing Good Health, pp. 41, 72-73

Assessment: Have students write a brief description of how a single living cell plays a role in developing a child.

RETEACHING ACTIVITY: Show students charts or diagrams of how a cell divides and grows to form tissue, organs, and systems. Explain the process and have students draw a cell dividing and growing into an eight-cell tissue.

EXTENSION: Have students use reference books to develop a time line on a sheet of paper or a poster. Have them start the time line at fertilization and end with birth.

HEALTH EDUCATION, GRADE 5

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 4: IDENTIFY PHYSICAL CHANGES IN MALES AND FEMALES DURING PUBERTY

TEACHING ACTIVITY: Have students view the film "Who Am I Now?" (segment on puberty). Review the film with students by using discussion questions in the teaching guide, "From Fiction to Fact," which accompanies the film.

RETEACHING ACTIVITY: Discuss with students the meaning of puberty.

Puberty is a time during adolescence when the body undergoes changes in preparation for adulthood. It happens to boys and girls at different times, and lasts for different periods of time as well. Ask students to think about how they will change physically as they mature. Ask for volunteers to suggest some possible answers which may include the following:

Girls:

- Breasts begin to fill out.
- Hips become wider and rounder.
- Waist becomes narrower than hips.
- Body hair begins to grow.
- Hair on arm and legs becomes thicker, and hair grows under arms and in genital area.

Boys:

- Body grows taller and heavier.
- Chest and shoulders become broader.
- Muscles in arms, shoulders, and legs become more defined.
- Hair grows thicker on arms and legs and begins to develop on chest, face, and genital area.
- Adam's apple enlarges and the voice becomes lower and deeper.

Assessment: Have students answer the following questions in writing.

1. Define "puberty" and describe approximately at what age and at what stage in the life cycle puberty occurs.

2. List four changes which occur in girls during puberty.

3. List five changes which occur in boys during puberty.

EXTENSION: Have students develop a plan outlining how they would tell their own son or daughter about the changes that occur in puberty.

Resources

Choosing Good Health, pp. 72-73
From Fiction to Fact, "Who Am I Now?"
Tambrands, Inc.

HEALTH EDUCATION, GRADE 5

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 5: DESCRIBE THE STRUCTURE AND FUNCTION OF THE REPRODUCTIVE SYSTEM

TEACHING ACTIVITY: View the film "Who Am I Now?" (Segments on menstruation and reproduction). Review and discuss questions about the film located in "From Fiction to Fact" teaching guide that accompanies the film.

RETEACHING ACTIVITY:

1. Read article "From Girl to Woman" with students. Discuss. Use transparencies (labeled and unlabeled) of the female reproductive system to discuss the structure with students and guide them through any questions which they may have.
2. Read the article - "From Boy to Man" with students. Discuss. Make transparencies (labeled and unlabeled) of the male reproductive system to discuss structure with students and guide them through any questions which they may have.
3. Have students complete worksheet on Menstruation (Handout 1). Review and correct answers to worksheets while discussing content with students. Have students turn in worksheets. Do not allow them to leave the classroom with them.

Assessment:

1. Have students list on a separate sheet of paper five parts of the female reproductive system, and five parts of the male reproductive system.
2. Have students answer on a separate paper the following questions:
   a. What are the two main functions of the overies?
   b. In what part of the female reproductive system does a baby develop?
   c. In what part of the male reproductive system are sperm cells reproduced?

EXTENSION: Have students write responses to the following:

SOMETHING TO THINK ABOUT

Physically, a girl can become pregnant and bear a child when her body begins to menstruate. Does this mean she is ready psychologically or emotionally to be a mother? Why or Why not? What other factors need to be in place before any person is ready for the responsibility and lifetime commitment it takes to raise a child? Explain in complete sentences.

Resources

Choosing Good Health pp. 72-73

From Fiction to Fact, "Who Am I Now?" Tambrands, Inc.

Teacher Resource Packet

Transparencies 1a, 1b, 2a, 2b

FROM GIRL TO WOMAN

As a girl goes through puberty, her body begins to change. The hips become rounder and wider. The waist becomes narrower than the hips. The breasts begin to fill out. Often, one breast will grow faster than the other. This is quite normal. In fact, the left breast is often larger than the right in adult women.

Body hair begins to grow. Hair on the arms and legs becomes thicker. Hair begins to grow under the arms and in the genital area.

Some changes take place inside a girl's body during this time. They prepare a girl for possible motherhood. Before we look at these changes, let us learn about the parts of the female reproductive system. Look at the drawings of the female reproductive organs. (Transparency)

Every female has three openings in her lower body. The first opening leads to the bladder. Urine passes from the bladder through the urethra. The urethra takes the urine to the outside of the body. The urethra is *not* a part of the female's reproductive system. It is not connected to other openings in a woman's body.

Another opening in the female body is the anus. It is here that solid waste passes out of the body. This is *not* a part of the reproductive system. The opening is not connected to the other openings.

The middle opening is the vagina opening. This is the only opening that is part of the reproductive system. The vagina is a tube-shaped passage about 3 inches (7.5 centimeters) long. The vagina is also called the birth canal. It is made up of muscles that are very elastic. They stretch during childbirth to allow for passage of the baby.

At the end of the vagina is the uterus. The uterus is a pear-shaped organ about the size of a fist. The lower, narrow part of the uterus is called the cervix. The cervix leads into the vagina. The uterus is a very muscular organ. It is here that a baby grows and develops until it is ready for birth.

At the top of the uterus, on either side, are the Fallopian tubes. Each of these tubes is about 2 to 4 inches (5 to 10 centimeters) long and is lined with tiny hairs. The Fallopian tubes go from the uterus to the ovaries. There are two ovaries. One is on each side of the abdomen. They are slightly below the navel. Each ovary is about 1 1/2 inches (3.75 centimeters) long and about an inch (2.5 centimeters) wide.

The ovaries have two main functions. They produce hormones and female sex cells. These cells are called eggs or ova. At the time of a girl's birth, each ovary already contains all the egg cells that will be in the ovaries. These egg cells remain inactive untill puberty.

As the Egg Cells Mature

When a girl is about age 11, the pituitary gland sends a hormone to the ovaries. The hormone wakes up the thousands of egg cells sleeping in each ovary. These eggs begin to mature. As a girl enters puberty, one of the ovaries releases a mature egg cell. This is called ovulation. It usually occurs once a month. The ovaries usually take turns releasing a mature egg cell.

Fingerlike projections are at the end of the Fallopian tubes. They draw the egg into a tube. The egg cell moves through the tube to the uterus. The egg cell is helped along by wavelike movements of tiny hairs and contraction of muscles in the tube.

At this time a female can get pregnant. If sperm from a male pass into the vagina, they can travel through the uterus and into the Fallopian tubes. Here a sperm cell may join with an egg cell. Fertilization occurs. The fertilized egg cell can then develop into a new human being.

The uterus starts preparing for the new life when an egg cell is released from the ovary. The walls of the uterus become thicker and richly supplied with blood.

The fertilized egg cell can then travel into the uterus. There it attaches itself to the uterine wall where it lives and grows for about nine months. Then a new life is ready to be born.

Menstruation

Sometimes the egg cell is not fertilized. Then the rich lining in the uterus is not needed. This lining breaks down and passes out of the body through the vagina. This is menstruation. The menstrual flow usually lasts from three to five days. It can last for a longer or shorter time.

Blood lost during menstruation is not needed by the body. The body discards about two or three ounces (60 to 90 millimeters) of blood during one menstrual period. This blood loss does not weaken the girl. The blood is soon replaced as the entire cycle begins again.

As a girl first begins to menstruate, her periods may be quite irregular. She may skip a few months. She may even menstruate more than once a month. This is quite normal. It takes some girls about a year for their periods to become regular. For others it may take two years. Remember, each person is unique. Some girls begin to menstruate at age 9 or 10. Others may not begin until age 15 or 16.

Menstrual hygiene is very important. Sanitary pads can be used to catch the menstrual flow. The pad may be held in place by an elastic belt. Many pads have adhesive strips that stick to the under-wear. To keep clean, it is important to change the pads several times a day. Most restrooms have containers for proper disposal of the pads.

By keeping track of her menstrual period each month, a girl can estimate when her next period should start. This way she can be better prepared. Most school restrooms have machines for purchasing a sanitary pad. The school nurse can be helpful to those not prepared for the beginning of a period.

The menstrual cycle continues until a woman reaches menopause. Menopause occurs gradually. The ovaries stop releasing eggs. The uterus no longer prepares for a possible fertilized egg. When menstruation stops, a woman can no longer have a baby. Menopause usually occurs between 40 and 50 years of age. However, this varies from woman to woman. It may begin earlier or later.

Myths about Menstruation

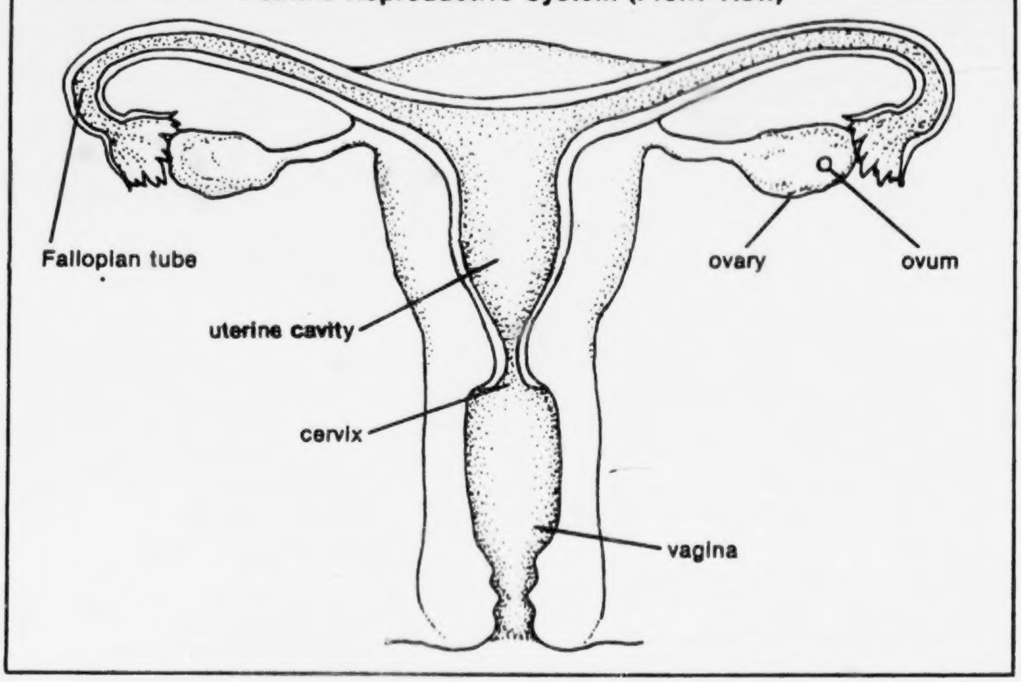
There once was a great deal of misunderstanding about the menstrual cycle. Many myths developed, and some are still around today. Here are some myths you may have heard. Remember that myths are not true.

Cold drinks cause menstrual cramps. NO! Sometimes, as the uterus contracts to expel its lining, a girl has cramps. The cramps usually do not last more than a few hours. Mild exercise can relieve cramps. A heating pad or a warm bath can also help. A doctor should be seen if cramps are prolonged or severe.

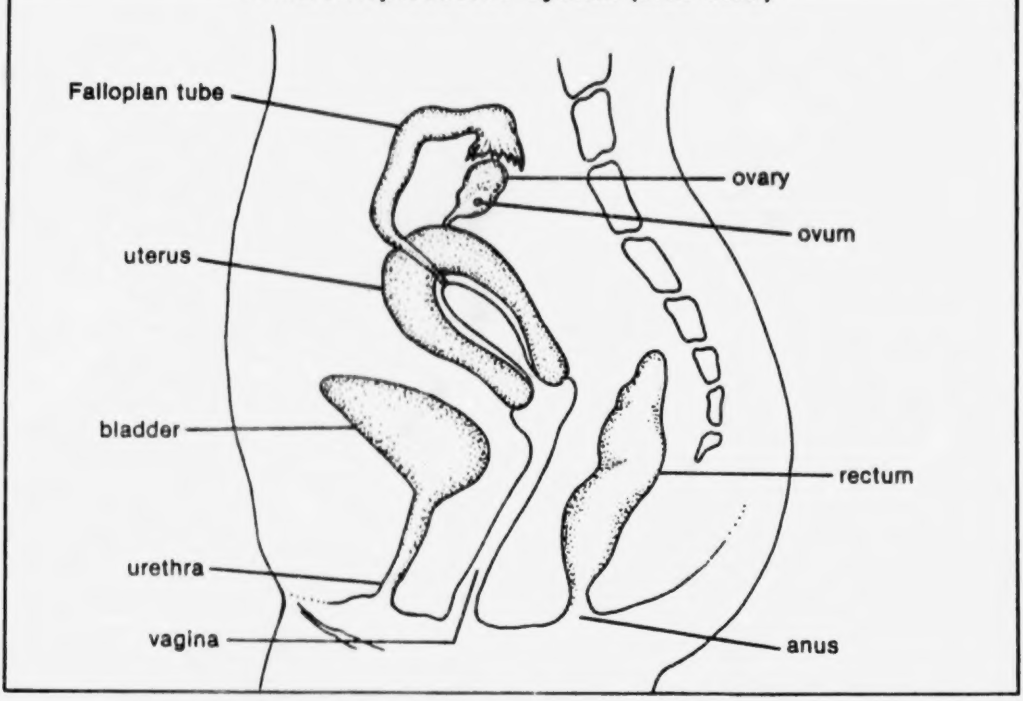
A woman should not bathe or shampoo during her menstrual cycle. WRONG! Everyone needs to bathe regularly. A woman needs to be sure to bathe everyday during her menstrual period. This is an important part to her hygiene. Women may perspire more during this time. Also the menstrual flow has an odor when it reaches the outside of the body. Shampooing hair does not affect the menstrual cycle.

It is not good to exercise during the menstrual period. THIS IS NOT TRUE! Activities can be carried on as usual. Mild exercise can help relieve the discomfort of menstrual cramps.

Female Reproductive System (Front View)

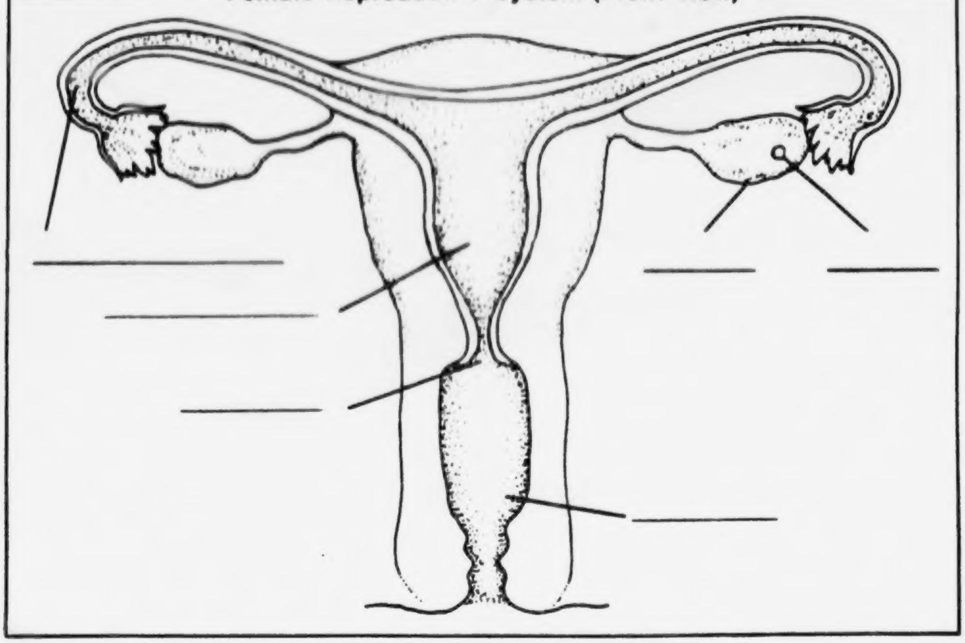

Fallopian tube
uterine cavity
cervix
vagina
ovary
ovum

Female Reproductive System (Side View)

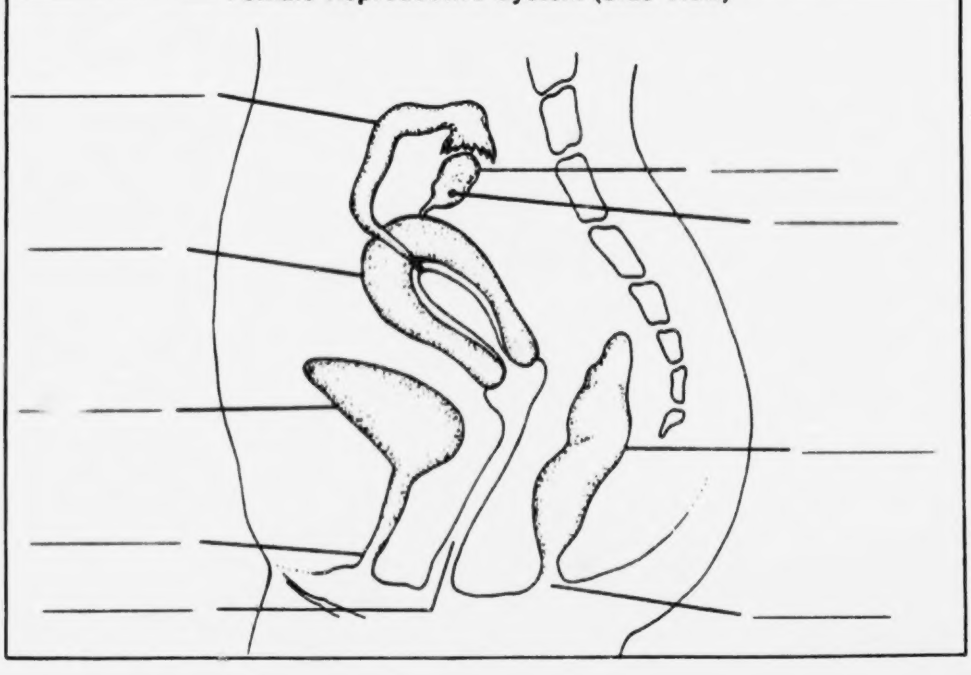

Fallopian tube
uterus
bladder
urethra
vagina
ovary
ovum
rectum
anus

Transparency 1a
Teaching Activity (G:5;1)
Health 5

Female Reproductive System (Front View)



Female Reproductive System (Side View)



Transparency 1b (without labels)
Teaching Activity (G:5:1)
Health 5

FROM BOY TO MAN

As boys go through puberty, their bodies go through some important changes. They grow taller and heavier. The chest and shoulders become broader. There are more defined muscles in the arms, shoulders, and legs. Hair begins to grow thicker on the arms and legs. Hair also begins to appear on the face, chest, and genital area. These changes take place over a period of time.

As a boy enters puberty, hormones cause the Adam's apple to enlarge. His voice becomes lower and deeper. This change is gradual, and a boy may at times have a cracking, squeaky voice. These changes all develop as a result of hormones in the body.

The penis and testes are reproductive organs outside the body. The penis is make up of spongy tissue. It varies in size from person to person. Just behind the penis is the scrotum. This sac-like pouch contains the testes. The testes are the male sex glands. The scrotum holds the testes outside the body so sperm can be made at just the right temperature. One of the testes usually hangs lower than the other. The testes are oval-shaped and about 1 1/2 to 2 inches (3.75 to 5 centimeters) long. The testes contain tightly coiled tubes. Each of the testes contains about 1,000 tubes. Sperm cells are produced in these tubes.

Hormones cause the testes to start producing sperm cells at about age 11 or 12. The testes make millions of sperm each day. These sperm are tiny. They can be seen only with a powerful microscope. Sperm cells are stored in the testes and vas deferens. The vas deferens is a long tube. It connects each of the testes with the urethra. The urethra is a long tube that runs through the penis to the outside of the body. The upper part of the urethra connects with the bladder.

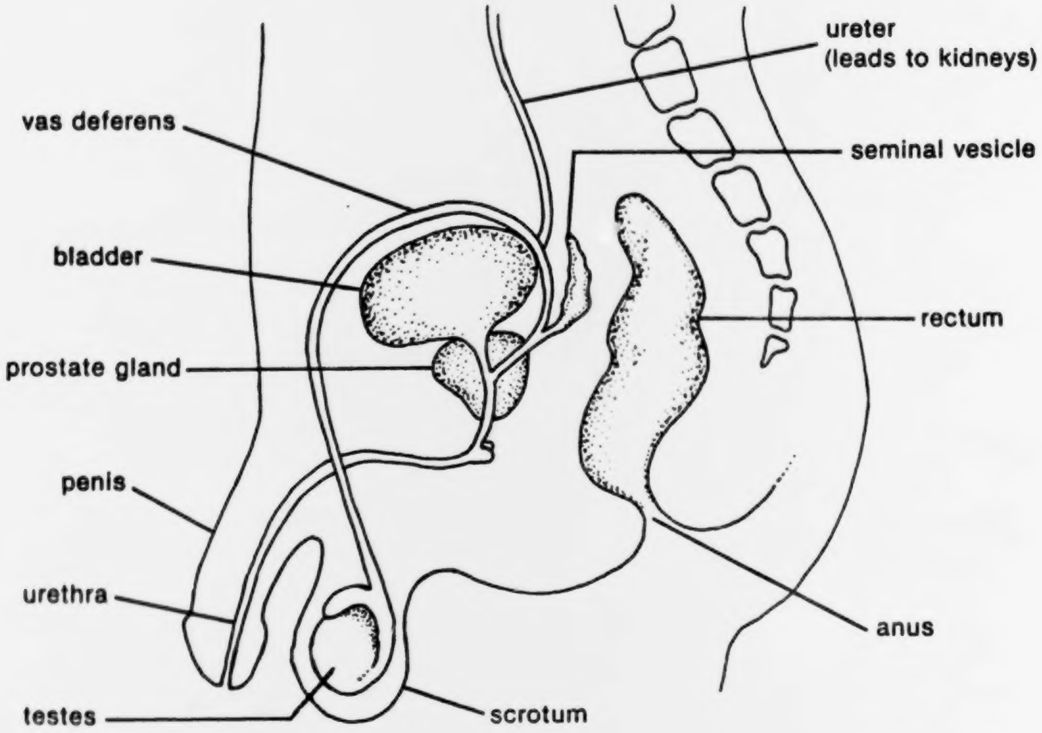
Fluids from the prostate gland and the seminal vesicle mix with sperm as they travel through the vas deferens. This mixture forms a substance called semen.

Semen can move from the vas deferens into the urethra. Urine also passes out of the urethra. When semen is ready to leave the body, a muscle closes off the urethra near the bladder. This makes it impossible for semen and urine to get into the urethra at the same time.

The penis is usually soft and limp. At certain times, however, the spongy tissue in the penis fills with blood. The blood causes the penis to become larger and stiff. This is called an erection. Males of every age experience erections. As a boy enters puberty, he may experience an erection. The erection may occur for what seems like no reason at all. Sometimes an erection results from friction of tight clothing or from sexual thoughts. The penis will return to its relaxed state if the boy thinks of or does other things.

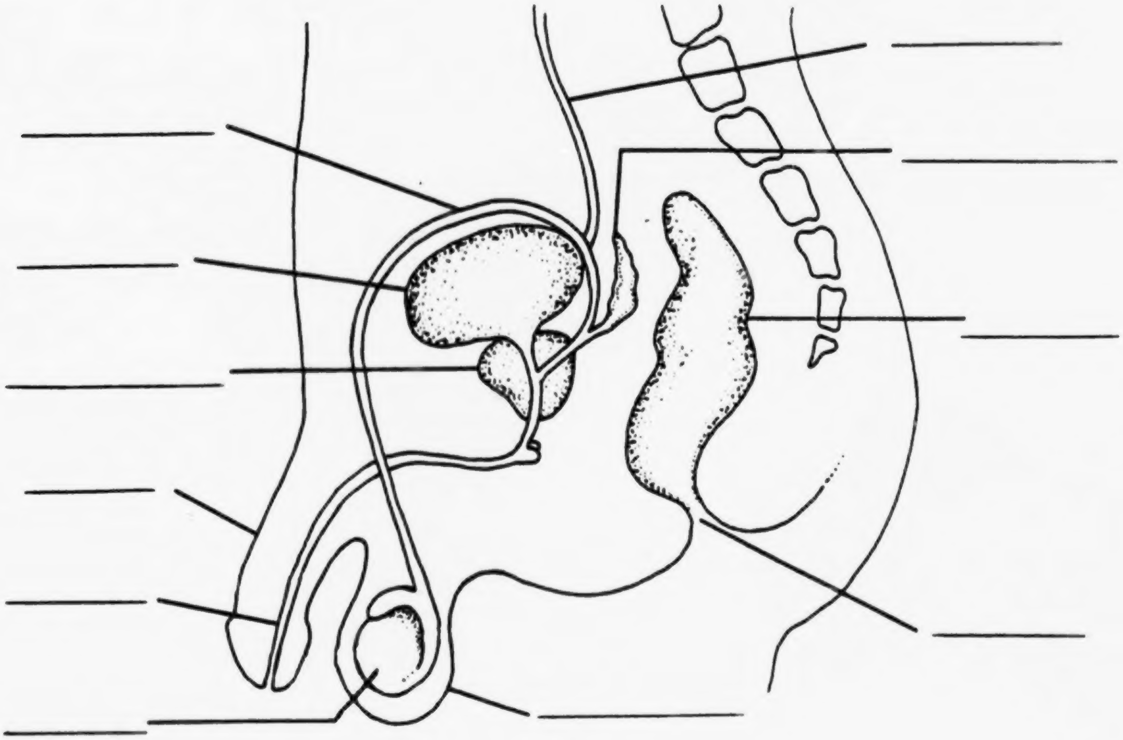
As a boy reaches puberty and his body begins producing sperm, semen builds up. At times, semen is released during sleep. This is known as a nocturnal emission, or wet dream. A wet dream takes place automatically, without warning. It is a normal function. It occurs from time to time in the life of nearly every boy.

Male Reproductive System (Side View)


ureter
(leads to kidneys)
vas deferens
seminal vesicle
bladder
rectum
prostate gland
penis
urethra
anus
testes
scrotum

Transparency 2a
Teaching Activity (G:5:2)
Health 5

Male Reproductive System (Side View)



Transparency 2b
Teaching Activity (G:5:2)
Health 5

MENSTRUATION

1. Female sex cells are called ____________. They are located in the ____________.

2. These ____________ remain inactive until a girl reaches ____________.

3. The ____________ ____________ sends a hormone to the ovaries. The hormone helps the egg cell to "wake up" and mature.

4. As a girl enters ____________, one of the ovaries releases a mature egg cell. This is called ____________, and it usually occurs ____________ a month.

5. The egg cell moves through the ____________ ____________ to the ____________.

6. At this time a girl can get ____________ if ____________ from a male passes through the vagina, the uterus, and into the Fallopian tubes.

7. If this happens, the egg cell becomes ____________ and can then develop into a new human being.

8. The woman's ____________ starts preparing for the new life when an ____________ is released from the ____________.

9. The walls of the ____________ become thicker and well supplied with blood.

10. The ____________ egg cell can then travel into the ____________. There it attaches itself to the ____________ ____________ where it lives and grows for about nine months. Then a new life is ready to be born.

11. Sometimes the egg cell is not ____________. Then the rich lining of blood in the ____________ is not needed. This lining breaks down and passes out of the body through the woman's ____________. This monthly occurrence is called ____________.

12. The ____________ ____________ usually lasts from ______ to ______ days.

13. Blood lost from ____________ is not needed by the body. The blood is soon replaced as the entire cycle begins again.

14. When girls first begin to ____________, their periods may be quite irregular. This is normal. It takes some girls about ____________ ____________ for their periods to become ____________.

15. The menstrual cycle continues until a woman reaches ____________, the ____________ stop releasing ____________, and the uterus no longer prepares for a ____________ egg. Menopause usually occurs between ______ and ______.

Handout 1
Teaching Activity (G:5:3)
Health 5

MENSTRUATION

1. Female sex cells are called *ova/eggs*. They are located in the *ovaries*.
2. These *ovaries* remain inactive until a girl reaches *puberty*.
3. The *pituitary gland* sends a hormone to the ovaries. The hormone helps the egg cell to "wake up" and mature.
4. As a girl enters *puberty* one of the ovaries releases a mature egg cell. This is called *ovulation*, and it usually occurs *once* a month.
5. The egg cell moves through the *Fallopian tube* to the *uterus*.
6. At this time a girl can get *pregnant* if *sperm* from a male passes through the vagina, the uterus, and into the Fallopian tubes.
7. If this happens, the egg cell becomes *fertilized* and can then develop into a new human being.
8. The woman's *uterus* starts preparing for the new life when an *ova/egg* is released from the *ovary*.
9. The walls of the *uterus* become thicker and well supplied with blood.
10. The *fertilized egg* cell can then travel into the *uterus*. There it attaches itself to the *uterine wall* where it lives and grows for about nine monthes. Then a new life is ready to be born.
11. Sometimes the egg cell is not *fertilized*. Then the rich lining of blood in the *uterus* is not needed. This lining breaks down and passes out of the body through the woman's *vagina*. This monthly occurrence is called *menstruation*.
12. The *menstrual flow* usually lasts from *3* to *5* days.
13. Blood lost from *menstruation* is not needed by the body. The blood is soon replaced as the entire cycle begins again.
14. When girls first begin to *menstruate*, their periods may be quite irregular. This is normal. It takes some girls about *a year* for their periods to become *regular*.
15. The menstrual cycle continues until a woman reaches *menopause*, the *ovaries* stop releasing *ova/eggs*, and the uterus no longer prepares for a *fertilized* egg. Menopause usually occurs between *40* and *50*.

Teacher Resource Answer Key
Teaching Activity (G:5:3)
Health 5

HEALTH EDUCATION, GRADE 5

To the parent/guardian of ______________________________:

As you are aware, health education is a part of the elementary curriculum. Fifth grade students are provided information which helps them to become more aware of their personal health and physical development, to develop positive attitudes and behaviors, and make appropriate decisions.

A portion of the unit on growth and development deals with physical development. Students will view a video on puberty during this section of study. The school nurse and the health education teacher will plan cooperatively to guide students through a discussion of physical development and puberty. Since some parents prefer to discuss physical development with their children in the home setting, you may choose to have your child exempted from participation in this unit of study at school.

If you have questions concerning your child's participation in this unit of study, you are encouraged to contact your child's health education teacher, ______________________, during school hours, and make an appointment to discuss the matter. The curriculum materials, including the video, are available to you to review with your child's teacher.

Please indicate your preference on the form below, and return the form to your child's teacher before ______________.

Thank you for your cooperation in this matter.

______________________________, Principal

______________________________ Elementary School

--------------------(Cut and Return to Teacher.)---------------------

To: Principal

Name of Student____

_____ I want my child to receive instruction on personal and physical development in the Grade 5 health education classes.

_____ I prefer that my child not receive instruction on personal and physical development in the Grade 5 health education classes.

Signed____________________________________, Parent/Guardian

Date____________________________________

Educacion sobre la salud quinto año

Para el padre o guardián de ____________________

Como usted sabe, la educación de la salud es parte del curriculo de las escuelas primarias. Los estudiantes de 5 año se les proveé información acerca de su salud y desarrollo físico. De esta manera podrán desarrollar actitudes y comportamientos positivos, como también, decisiones apropiadas.

Una porción de la unidad sobre el crecimiento y desarrollo, se relaciona, con el desarrollo físico. Los estudiantes podrán ver un video acerca de la pubertad, durante la sección de este estudio. La enfermera de la escuela y la maestra de educación física conjuntamente, a planear an cómo oríenlar a los estudiantes a una discusion acerca del desarrollo físico y de la pubertad. Sabiendo que hay padres que prefieren discutir el tema del desarrollo físico con sus hijos en el hogar; usted puede pedir que su hijo sea exempto en la participacion de esta unidad de estudio en la escuela.

Si usted tiene preguntas relacionadas a la participacíon en esta unidad de estudio; por favor póngase en contacto con dicha maestra durante las horas de escuela y haga una cita para discutir este asunto. El material e incluyendo el video, se les proporcionara para ser revisado junto con la maestra.

Por favor, indique su preferencia llenando la forma adjunta y regrésela a la maestra/o de su niño/a, antes de ____________________.

Gracias por su cooperación dada en este asunto.

____________________ Director

____________________ Escuela Primaria

(Corte a lo largode la línea y regréselo a la maestra/o)

- -

Para: El Director

Nombre del Estudiante ____________________

________ Estoy de acuerdo que mi niño/a reciba educación acerca del desarrollo personal y físico en las clases de salud de quinto año.

________ No estoy de acuerdo que mi niño/a reciba educación acerca del desarrollo personal y físico en las clases de salud de 5 año.

Firma____________________ , Padre/Guardían

Fecha ____________________

HEALTH EDUCATION, GRADE 5

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 1: CLASSIFY ACCIDENTS ACCORDING TO TYPE OF INJURY (BURNS, FRACTURES, AND CUTS)

Resources

Choosing Good Health, pp. 120-126

TEACHING ACTIVITY: Copy and distribute Worksheet, "Types of Accidents" for class discussion. Describe each degree of seriousness to certain injuries.

Burns

1. Extensive thermal burn: "burn shock" - liquid part of blood is sent to the burned areas, may not be enough blood volume to supply brain, heart, and other organs.
2. Small thermal burn: touch something hot, develops blister
3. Chemical burn: caused by chemicals (i.e., Drano)
4. Electric burns: caused by voltage
5. Sunburn: overexposure to sun

Fractures

1. Simple fracture: slight fracture - totally broken
2. Compound fracture: protruding through skin
3. Spine and neck injury

Cuts

1. Minor cuts
2. Bleeding wounds
3. Puncture wounds

Assessment: Have students complete Worksheet, "Accidents."

RETEACHING ACTIVITY: Show pictures of injuries to students. Have students identify and discuss the type of injury pictured. Discuss with students the possible accidents which could have occurred to cause each injury.

Assessment: Have students write, on index cards, types of injuries; verbally describe an accident; or show a picture of an injury. Students will classify the type of injury which occurred by holding up the appropriate index card.

EXTENSION: Have students create and write a scenario which involves several friends playing in a potentially hazardous situation. Students will describe how an accident could occur causing multiple injuries to several persons. Describe the various types of injuries. Have students write a brief description of how the situation could have been changed to prevent such accidents and injuries from occurring.

TYPES OF ACCIDENTS

Describe two common accidents that may result in the types of injuries below:

BURNS

FRACTURES

CUTS

OTHER

Student Handout
Teaching Activity (H:1)
Health 5

ACCIDENTS

Some examples of accidents are described below. Write in the probable type of injury which resulted.

1. Jill was playing barefoot at the park and stepped on a piece of glass. ________________________

2. It's the first day of summer; Tony and Bob go to the beach and stay all day. They didn't use sunscreen. ________________________

3. Harold was hanging upside down on the jungle gym at school and fell off. ________________________

4. Bill was poking holes in the top of a jar to put his grasshopper in. He was using an ice pick and stabbed his hand. ________________________

5. Sally's little sister got into the cabinet under the sink where she played with some cleaning chemicals. ________________________

6. The mailman was bitten by a dog. ________________________

7. While at a picnic, John touched a hot coal from the fire. ________________________

Student Handout
Teaching Activity (H:1)
Health 5

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 2: IDENTIFY PROPER FIRST-AID TREATMENT FOR SELECTED INJURIES (BURNS, BRUISES, SPRAINS)

Resources

Choosing Good Health, pp. 120-126

TEACHING ACTIVITY: Copy and distribute handout, FIRST-AID TREATMENT CHART. As the information below is discussed, have students complete the worksheet.

Burns: Extensive thermal; get medical attention immediately.
1. Keep air off
2. Victim lies down

Small thermal
1. Do not disturb blister
2. Immerse in cold water
3. Bandage loosely

Chemical burns
1. Flush with water
2. Get medical attention

Bruises: Apply ice pack or cold compresses.

Sprains
1. Apply ice pack
2. Elevate
3. Rest
4. Call doctor

Fever
1. Call doctor
2. Aspirin
3. Rest

Bleeding
1. Place clean pad over wound and press firmly
2. Apply pressure
3. If possible raise apart
4. Have victim lie down

Minor Cuts
1. Clean wound thoroughly
2. Cover with bandage

Nosebleeds
1. Sitting position, lean forward
2. Pinch nostril

Headache: Consult family for aspirin type medicine.

Assessment: Have students number a sheet of paper form 1-6. Describe [illegible]ular treatment to the students and have the students write the injury for which the treatment is used.

RETEACHING ACTIVITY: Demonstrate proper first aid treatment for selected injuries by using a life-size CPR manikin. If not available, use a student or a large doll. Discuss each treatment with students. Have students choose a partner and practice the treatments on each other. If supplies are not available, have students use verbal description of their treatments.

Assessment: Write different injuries on cards. Have students draw a card and show the class the first aid treatment for that injury. Observe students for use of proper techniques.

EXTENSION: Group project. Have groups of students design a game on first aid treatments. The game may be adapted from a board game or T.V. game.

FIRST-AID TREATMENT CHART

Give a brief description of the treatment which may be used for the following injuries.

First-Aid Treatment

Burns	
Bruises	
Sprains	
Headache	
Fever	
Bleeding	

Student Handout
Teaching Activity (H:2)
Health 5

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 3: IDENTIFY GENERAL CAUSES AND SYMPTOMS OF LIFE-THREATENING SITUATIONS

Resources

Choosing Good Health, pp. 120-126

TEACHING ACTIVITY: Explain to students the importance of being able to recognize situations which are life-threatening. Discuss with students the symptoms which are usually present in such situations. The most common symptoms are:

- stopped breathing
- choking
- stopped circulation
- heavy bleeding

Major objectives for saving life:

1. Maintain breathing
2. Maintain circulation
3. Prevent continued loss of blood
4. Prevent further injury
5. Prevent shock
6. Contact emergency medical services or physician

Things that can stop breathing:

1. Poisonous gases
2. Drowning
3. Suffocation
4. Electric shock
5. Concussion
6. Poison
7. Choking

Things that can stop circulation:

1. Heart attack
2. Electric shock

Things that can cause heavy bleeding:
One or more large blood vessels cut

Assessment: Have students complete "Life or Death" Assessment Worksheet.

RETEACHING ACTIVITY: Describe an accident and its resulting injury. Have volunteer students demonstrate and describe probable symptoms using a classmate or the teacher. Repeat the activity for various injuries and discuss the demonstration by students for appropriateness.

Assessment: The teacher or selected students will describe a cause and symptom of a life-threatening situation. At the conclusion of the description, the class will indicate its evaluation of the situation by holding up one of the cards which says, "correct," "incorrect," and "incomplete." If a student holds up "incomplete," he/she will give the needed additional information.

EXTENSION: Give students a hypothetical situation where first-aid treatment would not be enough. Have them act out what they would do in the situation.

LIFE OR DEATH

Put an "X" on the blank if the situation is life-threatening.

________ scrape on knee

________ heart attack

________ someone drinks poison

________ someone choking on food

________ burned finger

________ electric shock

________ sunburn

________ arm severed in accident

________ falling down a step

________ person unconscious

________ person hit by a car

Describe a major symptom which is probably present in the situations above which were identified as life-threatening.

Student Handout
Assessment (H:3)
Health 5

HEALTH EDUCATION, GRADE 5

I. STRAND 9: DRUGS

OBJECTIVE 1: STATE WRONG AND HARMFUL OUTCOMES TO SELF AND OTHERS WHEN YOUNG PEOPLE USE ILLEGAL DRUGS SUCH AS ALCOHOL, MARIJUANA, AND TOBACCO

TEACHING ACTIVITIES:

1. Discuss with students the presence of drugs in everyday life - in the medicine cabinet, at home, in drugstores, and in liquor stores.

2. Divide the class into groups of 4-5 students. Have one student lie on butcher paper while another student outlines his or her body. Then instruct groups to draw in organs that they think are involved with alcohol consumption. Compare the drawings produced by all the groups. Discuss how each of the following organs react to alcohol: stomach, small intestines, liver, heart, brain. (See Teacher Tip.)

3. Distribute Handout 1, "Alcohol's Effect on the Brain." Use Teacher Resource to help students label the areas of the brain and explain how alcohol affects the different areas. Have students color the areas of the brain as indicated.

   Distribute Handout 2, "Body Outline," and have students trace the path of alcohol through the body and label the four organs affected.

4. Discuss the effects marijuana has on the human body. Emphasize that marijuana affects the function of the heart, lungs, mouth, and brain as well as the immune and reproductive systems. Project the transparency, "Facts About Marijuana," and allow students to ask questions about any fact they don't understand.

   Distribute Handout 3, "Body Outlines," and instruct students to put X's on parts of the body they think are affected by marijuana.

Assessment:

1. Have the students get into their groups again. Have a student lie down while his or her body outline is traced. This time, instruct students to draw the four organs that are affected by alcohol and give the effects of alcohol on each organ.

2. Have students complete Handout 4, "Marijuana: How Much Do You Know?" Review the answers and encourage students to take their worksheets home and share the information with their families and friends.

NOTE: Include the following information when students study the reproductive system and menstruation:

Marijuana lowers the levels of male and female hormones. Marijuana impairs normal sexual development, fertility, and sexual functioning. The male sperm and female eggs are adversely affected by marijuana's toxic chemical. In young women marijuana may also interfere with the menstrual cycle.

Resources

Education for Self-Responsibility II, "Prevention of Drug Use"

Choosing Good Health, pp. 188-192
Handouts 1-4

Transparency

Teacher Resource Sheet

INFORMATION ON ALCOHOL

TEACHER TIP

The alcohol first goes to the stomach. Some of it will pass through the walls of the stomach and into the bloodstream. The majority of it will go to the small intestine where it enters the bloodstream. It then travels to all parts of the body. Alcohol travels to the brain and causes problems with talking, walking, driving, seeing, and memory. The alcohol that travels to the liver is broken down into carbon dioxide, water, and energy (oxidized).

TEACHER TIP

Stomach: little alcohol is absorbed.

Small Intestines: most alcohol is absorbed into the bloodstream.

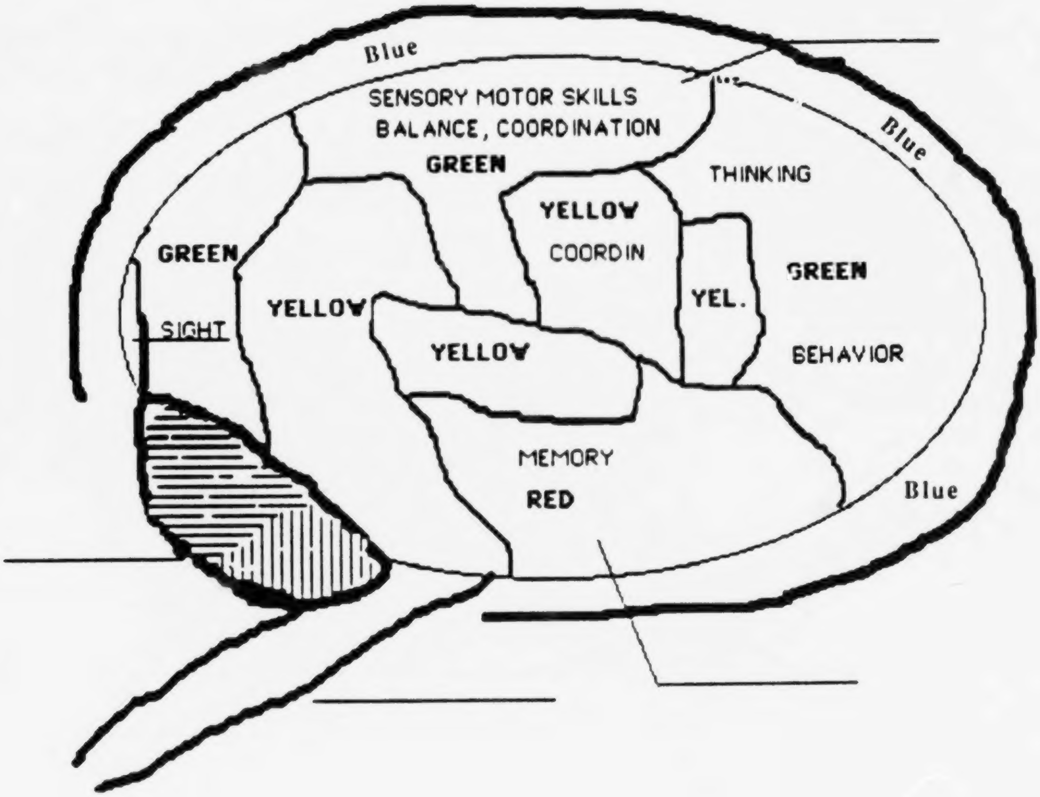
Liver: rids the body of poison; excessive use of alcohol can cause damage.

Heart: Alcohol weakens its strength and causes it to lose its normal rhythm.

Brain: Affects all areas causing blurred vision, reduction of pain, loss of balance, loss of inhibitions, and blackouts.

NAME ______________________________ DATE ______________________________

ALCOHOL'S EFFECT ON THE BRAIN

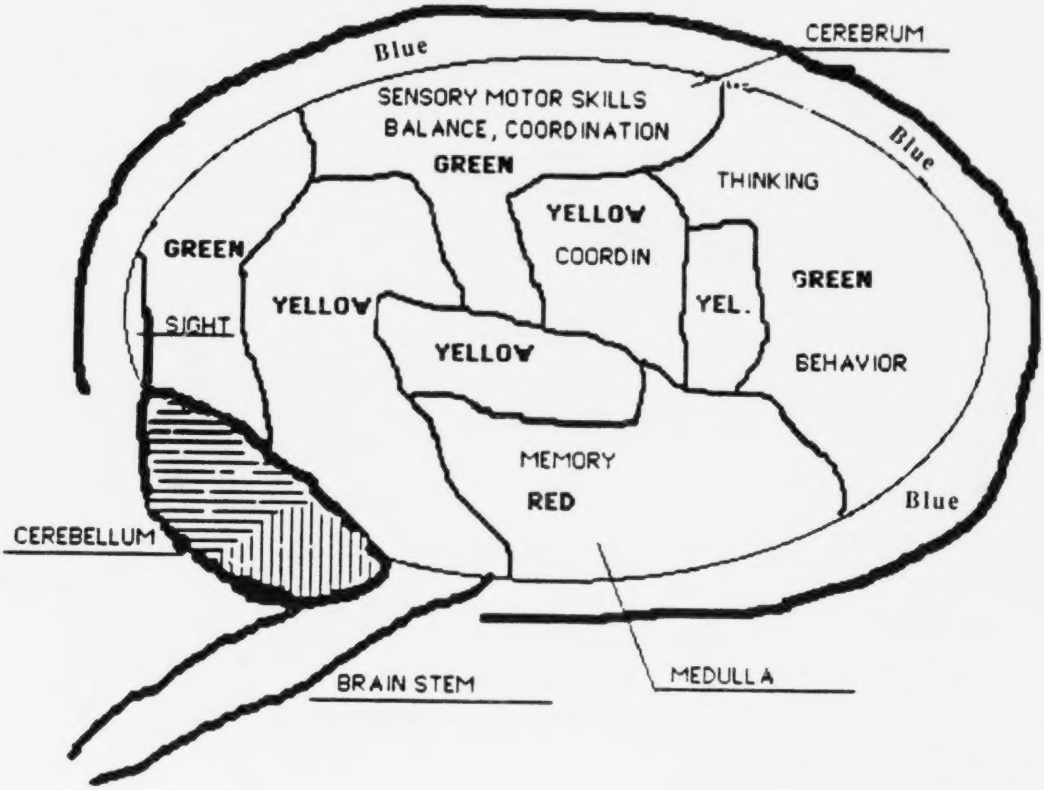

Blue
SENSORY MOTOR SKILLS
BALANCE, COORDINATION
GREEN
Blue
THINKING
YELLOW
COORDIN
GREEN
YELLOW
SIGHT
YEL.
GREEN
YELLOW
BEHAVIOR
MEMORY
RED
Blue

Student Handout 1
Teaching Activity (I:1)
Health 5

TEACHER RESOURCE

ALCOHOL'S EFFECT ON THE BRAIN

Blue - one to two drinks	**Green - three to four drinks**
Yellow - five to seven drinks	**Red- eight to twelve drinks**

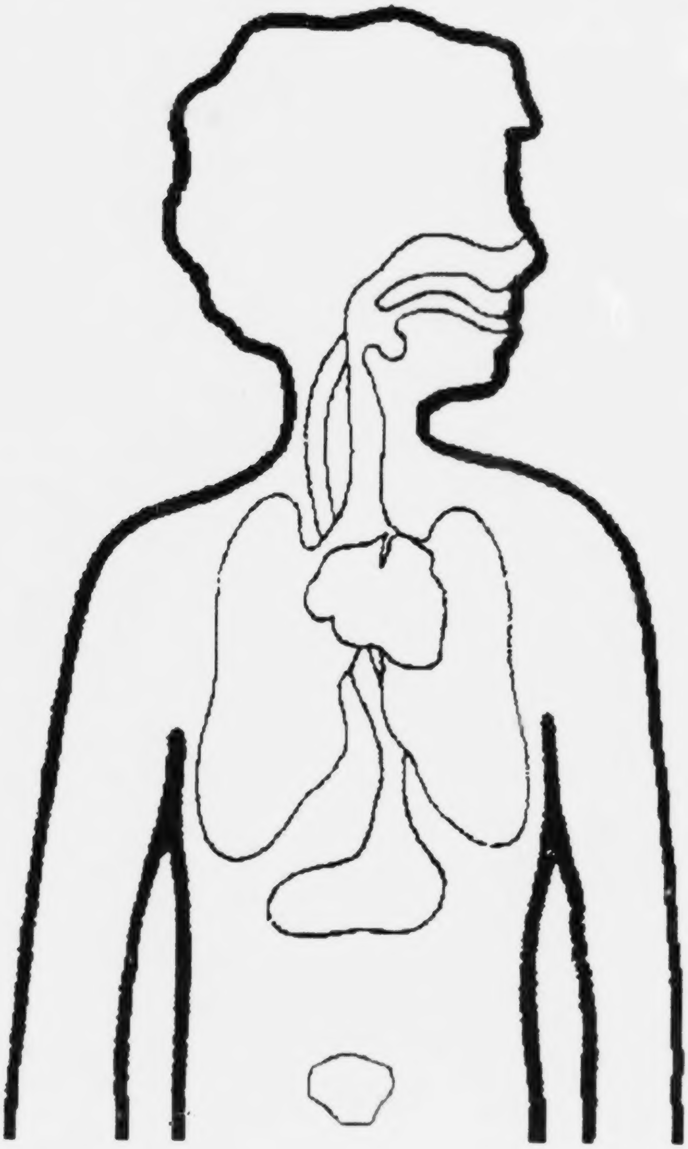


Blue
CEREBRUM
SENSORY MOTOR SKILLS
BALANCE, COORDINATION
GREEN
Blue
THINKING
YELLOW
COORDIN
GREEN
YELLOW
SIGHT
YEL.
GREEN
YELLOW
BEHAVIOR
MEMORY
RED
Blue
CEREBELLUM
BRAIN STEM
MEDULLA

Teacher Resource
Teaching Activity (I:1)
Health 5

NAME ______________________________ DATE ______________________________

BODY OUTLINE



Reproduced with permission:
American Lung Association of Maryland

Student Handout 2
Teaching Activity (I:1)
Health 5

FACTS ABOUT MARIJUANA

Marijuana contains more than 400 chemicals, many of which are very harmful.

Marijuana smoke has more cancer-causing agents than cigarette smoke.

The chemicals in marijuana smoke can remain in the body for up to a month.

Marijuana affects coordination and slows down thinking and reflexes.

Marijuana reduces people's memory and affects comprehension.

Marijuana smokers often lose interest in schoolwork, sports, and other extracurricular activities.

Smoking marijuana can be especially harmful for young people because their bodies are still growing.

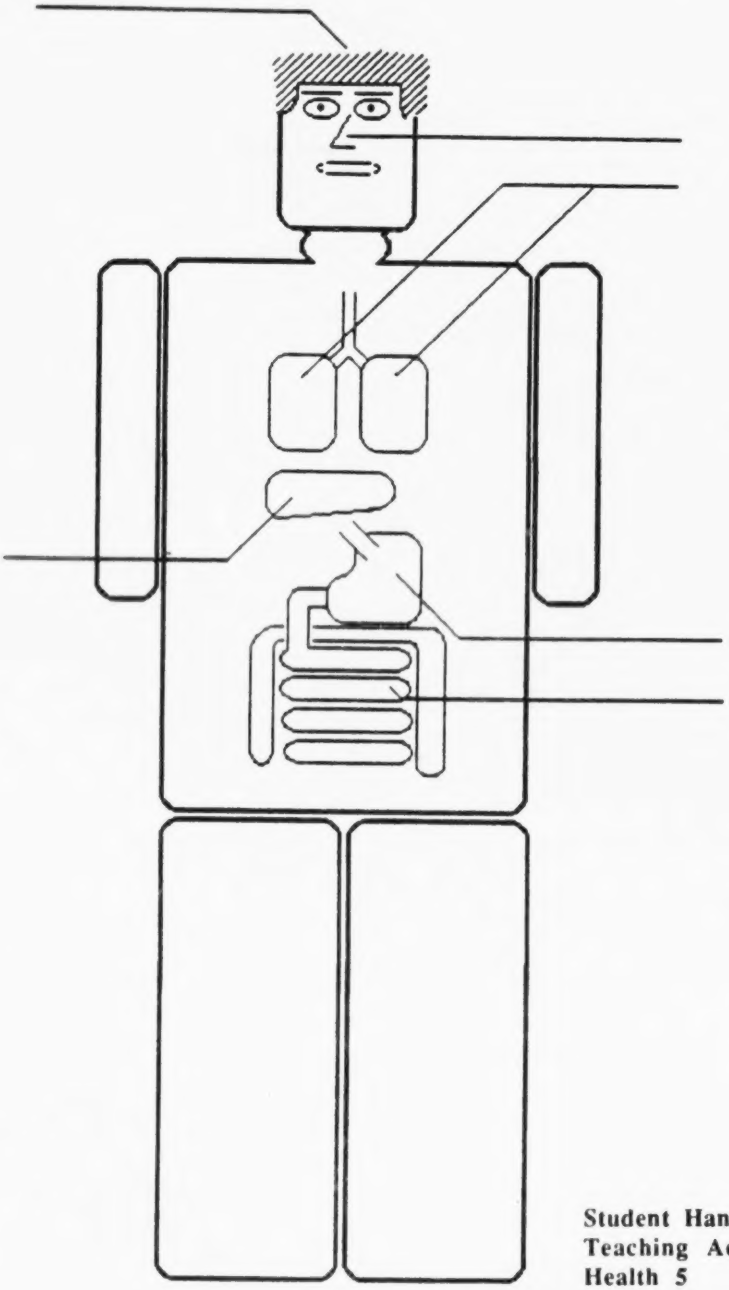
Marijuana is psychologically addictive.

Transparency
Teaching Activity (I:1)
Health 5

NAME________________________________DATE__________________________

BODY OUTLINE

Locate the areas of the body that are affected by alcohol and describe how they are affected by alcohol use.



Student Handout 3
Teaching Activity (I:1)
Health 5

NAME____________________________________DATE__________________________

MARIJUANA: HOW MUCH DO YOU KNOW?

Marijuana is a harmful drug. Take this quiz to find out how much you know.

1. Marijuana contains many harmful chemicals that can stay in the body ______________ after using the drug.

   A. several hours B. a few minutes C. up to a month

2. People who smoke marijuana on a daily basis soon need to increase the amount they smoke to get the same high.

   A. true B. false

3. Smoking marijuana is especially harmful for young teenagers because:

   A. it costs a lot of money
   B. it can keep their bodies from developing properly
   C. it is not "cool"

4. Smoking marijuana makes learning more difficult because:
   A. it affects a person's memory
   B. it causes breathing problems
   C. it is not allowed in school

5. Marijuana affects coordination and slows down thinking. Why is smoking marijuana dangerous for a person driving a car? swimming? riding a bicycle?

6. How can smoking marijuana be harmful to an athlete's performance?

7. How can smoking be harmful to singers, dancers, actors, and other performers?

8. How can smoking marijuana be dangerous for a person who works with power tools?

9. List five reasons you should say "no" to marijuana.

Student Handout 4
Teaching Activity (I:1)
Health 5

OBJECTIVE 2: IDENTIFY VERBAL STRATEGIES FOR SAYING NO TO SOMEONE WHO PRESSURES OTHERS INTO USING DRUGS

TEACHING ACTIVITIES:

1. Have students brainstorm ways to say "no." List these on the board.
2. Stress that no one should be pressured into doing something they know is wrong or bad for them.
3. As a class, discuss and complete the situation on the overhead "Ways to Say No." (Transparency) Sample Answers:
    - *Saying "No Thanks"*
    - *Giving a reason or excuse*
    - *Walking away*
    - *Changing the subject*
    - *Avoiding the situation*

Assessment: After directing the class discussion, have each student complete Handout 1, "Ways to Say No."

RETEACHING ACTIVITY: Schedule input from Project D.A.R.E. by contacting appropriate personnel.

EXTENSION ACTIVITY: Distribute Handout 2, "A Smart Message." Instruct students to round the numbers to the nearest dollar. Then have each student createhis/her own "no use" slogan to write on the label. Let each student share his or her message with the class. Have students cut out the jars and hang them around the classroom.

Resources

Education for Self-Responsibility II, "Prevention of Drug Use"

Choosing Good Health, p. 198

Handout 1

D.A.R.E. Program

Handout 2

OVERHEAD

WAYS TO SAY NO

Joe wants to spend Saturday afternoon fixing his bike.
Sam wants Joe to go to the movies with him.

What are some ways Joe can say no when Sam invites him to the movies?

1.

2.

3.

4.

5.

NAME______________________________________DATE__________________

WAYS TO SAY NO

You meet a schoolmate in the park on a Saturday afternoon. Instead of wanting to fly the new kite you have, your friend wants to smoke cigarettes. You know that smoking is against the law for children and that it is harmful to anybody's health.

What are some ways to tell your friend "No"?

1.

2.

3.

4.

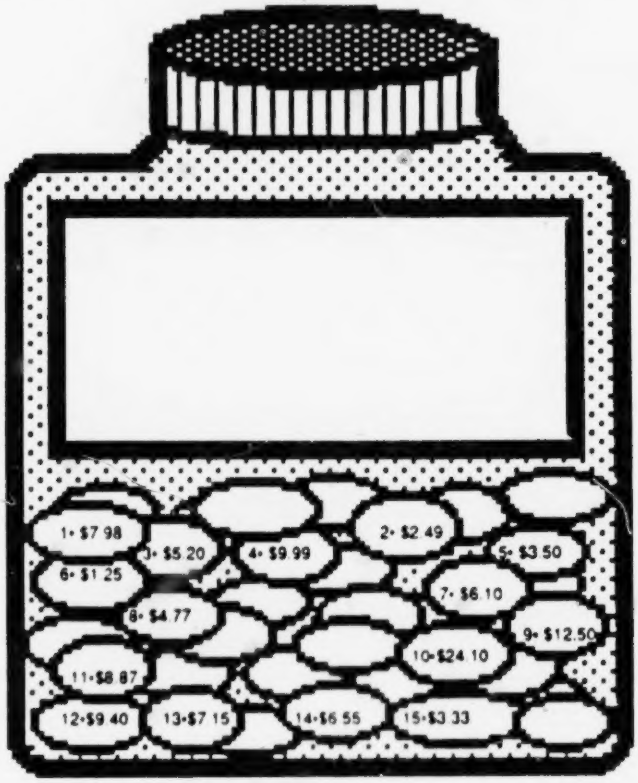
5.

Student Handout 1
Assessment (I:2)
Health 5

NAME________________________________DATE_______________

A SMART MESSAGE

Round each of these prices to the nearest dollar. Then write a "smart message" that will tell others not to use drugs, alcohol, and tobacco.


1• $7.98
2• $2.49
3• $5.20
4• $9.99
5• $3.50
6• $1.25
7• $6.10
8• $4.77
9• $12.50
10•$24.10
11•$8.87
12•$9.40
13•$7.15
14•$6.55
15•$3.33

1. _______________

2. _______________

3. _______________

4. _______________

5. _______________

6. _______________

7. _______________

8. _______________

9. _______________

10. _______________

11. _______________

12. _______________

13. _______________

14. _______________

15. _______________

Student Handout 2
Teaching Activity (I:2)
Health 5

HEALTH EDUCATION, GRADE 5

I. STRAND 9: DRUGS

OBJECTIVE 3: IDENTIFY BASIC LAWS GOVERNING THE USE OF LEGAL AND ILLEGAL DRUGS

Resources

TEACHING ACTIVITIES:

1. Discuss legal and illegal drugs and how each is obtained. Examples:
   - Legal drugs: over-the-counter; prescription by doctor, alcohol
   - Illegal drugs: smuggled in, bought on street

FW Police Dept.

2. Ask students to name some general laws which govern us? Examples:
   - must have driver's license to drive
   - must follow speed limit

   Explain that these laws are there to protect us and others. Point out that laws governing use of legal and illegal drugs are also for our protection. Examples:
   - must be 21 to buy beer, alcohol
   - must have doctor's prescription to buy certain medicine

Texas Dept. Public Safety

3. Utilizing the teacher information sheet on "Texas Laws Concerning...Drugs," prepare a brief outline on the basic laws governing the use of legal and illegal drugs and prepare a handout for students.

Teacher Information "Texas Laws ...Drugs"

Assessment: Have students state in their own words:

1. One law concerning the sale of tobacco
2. Three laws concerning the purchase or sale of alcoholic beverages
3. What is considered a "controlled substance" and name one
4. The law regarding prescription drugs

RETEACHING ACTIVITY: Invite an official from the narcotics division of the police department or from some other agency that handles drug-related cases to speak to the class on the laws governing the use of legal and illegal drugs.

EXTENSION: Have students research the punishments for breaking the laws concerning tobacco, alcoholic beverages, controlled substances, and dangerous drugs.

TEACHER RESOURCE

Texas Laws Concerning Possession, Use, Delivery, and Sale of Tobacco, Alcohol, Controlled Substances, and Dangerous Drugs

Tobacco

Texas law (Article 476-16 of Vernon's Texas Civil Statutes) prohibits sale or delivery of tobacco in all forms to persons under 16 years of age. Persons who take part in providing tobacco to a person under 16 years of age without the written consent of a parent or guardian are punishable by a fine.

Alcoholic Beverages

Texas law (Chapter 106 of the Texas Alcoholic Beverage Code) prohibits purchase, possession, and consumption of alcohol by monors and sale or delivery of alcohol to minors. A minor is a person less than 21 years of age. The main provisions of the law are:

- It is illegal for a minor to purchase an alcoholic beverage.
- It is illegal for a person to sell an alcoholic beverage to a minor unless the minor falsely represents himself or herself to be 21 years of age or older.
- It is illegal for a minor to consume an alcoholic beverage unless the minor is in the visible presence of an adult parent, guardian, or spouse.
- It is illegal for a minor to possess an alcoholic beverage unless (1) the minor is in the visible presence of an adult parent, guardian, or spouse or (2) the minor is on the premises of a business establishment that sells alcoholic beverages and minor is legally employed there.
- It is illegal for an adult to take part in providing an alcoholic beverage to a minor unless the minor is in the visible presence of an adult parent, guardian, or spouse when the minor possesses or consumes it.
- It is illegal for a minor to falsely represent himself or herself to be 21 years of age or older and to attempt to obtain an alcoholic beverage by virtue of legal age.

Controlled Substances

The Texas Controlled Substances Act (Art. 4476-15 of Vernon's Texas Civil Statutes) provides penalties for the unlawful manufacture, delivery, or possession of marijuana and other controlled substances.

Marijuana

It is illegal to possess marijuana in Texas, regardless of the amount. Penalties for possession and delivery of marijuana vary depending on the amount of marijuana involved. Penalties may involve a fine, a jail sentence, or both. It is a felony for an adult to deliver any amount of marijuana to a minor.

Other Controlled Substances

It is illegal to possess other controlled substances such as LSD, cocaine, heroin, morphine, etc. Some substances identified in the law have recognized medicinal value and are not illegal to possess with a valid prescription.

Offenses range from Class B Misdemeanors to felonies of the first degree. The severity of the offense is based on the likelihood of abuse of the substance, the medicinal value of the substance, and athe amount of the substance involved. All the chemical forms of the substances identified in the law are included. It is a felony for an adult to deliver any of these controlled substances to a minor.

Dangerous Drugs

The Texas Dangerous Drugs Act (Art. 4476-14 of Vernon's Texas Civil Statutes) regulates and controls the handling, sale, and distribution of specific drugs (e.g., secobarbital, an ingredient in sleeping pills; methamphetamine, an ingredient in weight control preparations; and propoxyphene hydrochloride, a pain killer) that have both medicinal value and harmful side-effects. The law enables the public to safely receive the medicinal effects of the drugs under medical supervision. It includes any drugs that bear the legend: Caution: federal law prohibits dispensing without a prescription. The law protects consumers because it allows them to trust pharmacists and their suppliers. The law complements federal laws and limits handling, sale, or distribution of dangerous drugs for harmful or illegitimate purposes.

I. STRAND 9: DRUGS

OBJECTIVE 4: RECOGNIZE THE PROBLEMS ASSOCIATED WITH THE MISUSE OF OVER-THE-COUNTER DRUGS

Resources

TEACHING ACTIVITIES:

1. Explain the importance of taking over-the-counter and prescription drugs correctly. Discuss the consequences of not following the directions on the medication, especially dosage directions.

   Choosing Good Health, pp. 188-191

2. Explain that prescriptions for medication are different for different people. Emphasize the dangers of taking prescriptions that were intended for someone else.

3. Ask students:
   - What would happen if you took someone else's medication when you were not supposed to?
   - What would happen if a child took an adult's medicine?

4. Have students complete the handout, "Medicine Vocabulary," and discuss the correct answers.

   Handout

5. Go over the correct procedures for taking medicine.
   - Always have your parents' permission.
   - Don't take someone else's medicine.
   - Don't take medicine to school unless your parents tell you to.

Assessment: Have students list three problems that can result by misusing over-the-counter drugs.

RETEACHING ACTIVITY: Have students read aloud page 189 in their text, *Choosing Good Health*. Discuss side effects, tolerance and dependence, and overdose.

EXTENSION: Ask students to explain in writing why they think that information about household products is often included in books about drugs.

NAME ______________________________ **DATE** ______________________

MEDICINE VOCABULARY

Read each sentence carefully. Choose a word or words from the list below to complete each sentence.

1. An unwanted effect caused by a medicine is a ______________ ______________.

2. ______________ ______________ is a kind of drug that can only be obtained with a written order from a doctor.

3. The date on which a medicine is no longer safe to use is called the ______________ ______________.

4. A drug which is used in treating a disease, healing, or relieving pain is called a ____________.

5. A ____________________ is a doctor's order for medicine.

6. A person who is licensed to prepare prescription medicines is a __________________.

8. Medicines which are available without a doctor's prescription are called

________________ - ________________ - ________________ .

9. A ________________ ____________________ is a medicine's desired effect.

10. ____________________ is the exact amount of medicine to be given or taken at one time.

expiration date
over-the-counter
main effect

pharmacist
medicine
drug

side effect
prescription medicine
dosage

prescription

HEALTH EDUCATION, GRADE 5

I. STRAND 9: DRUGS

OBJECTIVE 5: CITE PARTICULAR ADVERTISEMENTS AND COMMERCIALS WHICH ENCOURAGE DRUG USE

Resources

TEACHING ACTIVITIES:

1. Have students describe some of the techniques advertising companies use to persuade us to use their products. Answers should include:

   - Indicating that everyone else uses the product
   - Showing us only the benefits, not the dangers, risks, or disadvantages
   - Presenting a product as the best or only way to have fun or to relax or to look good or to be"in style"
   - Using words like *new, improved, only, discover, special, better, best.*
   - Using attractive models or celebrities, fancy clothing, beautiful settings, expensive or unusual props
   - Using phrases and jingles that stick in your mind
   - Relating to the audience: teens are used as models in teen magazines, business people in business magazines, women in women's magazines.

Choosing Good Health, pp. 197

Education for Self-Responsibility II, "Prevention of Drug Use"

2. Discussion questions:

   - What information does the ad provide about the product?
   - What does the ad tell you about people who use the product?
   - Does the ad say the product will improve relationships with other people, how you cope with everyday life, or your enjoyment of life/spare time?
   - Would this ad persuade you to use the product? Why or why not?

Assessment: Divide the class into small groups, giving each group some of the ads you have collected. Each group is to examine the ads, using the questions on the Handout, "Outsmart the Ads." All students must complete the activity sheet in their notebooks.

Handout

RETEACHING ACTIVITY:

1. Have students look through magazines and cut out ads that use the following advertisement techniques:
   - Name calling
   - Testimonials
   - Songs and slogans
   - Transfer band-wagoning
   - Card stacking

2. Have students classify the ads by the techniques used and paste them on paper. Instruct the students to title each sheet according to the technique used. Then have students complete the following sentence stems based on what they know about advertising.
   - Ads can fool us by ______________________.
   - One technique I feel is dishonest is __________________.
   - Something that is good about advertisements is ________________.
   - When I read a medicine advertisement, I must remember that ________________.

Teacher Tip:

Definitions:
- Name calling - Using abusive or disparaging names to attack another
- Testimonials - Statement testifying to the character of a person
- Slogans - Catch phrase used to advertise a product
- Band-wagoning - To join the winning side
- Card stacking - Arranging matters to ensure that the desired result occurs

EXTENSION: Have students invent an imaginary over-the-counter medicine and write an advertisement for it. Remind them to use an advertising technique that will get people to buy the product. Allow students to present their ad to the class and get responses from classmates.

Resources

NAME ______________________________ DATE ____________________

OUTSMART THE ADS!

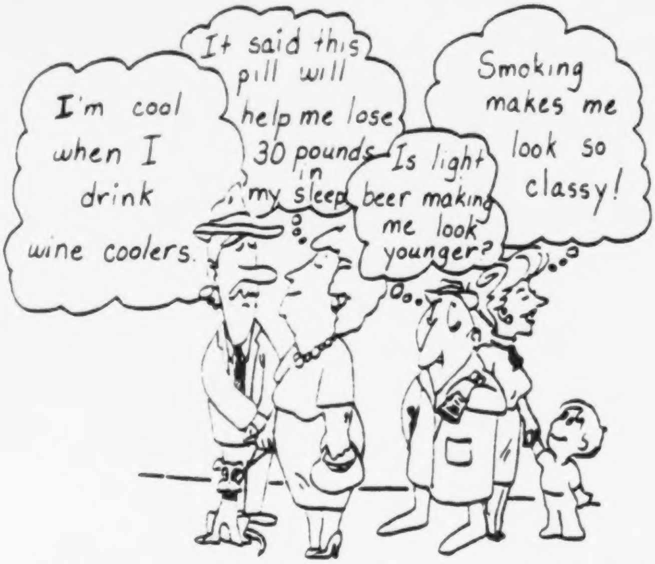
Ads are interesting

Ads are appealing

Ads are persuasive

Ads are sneaky!

Use these questions to examine the ads:


I'm cool when I drink wine coolers.
It said this pill will help me lose 30 pounds in my sleep
Is light beer making me look younger?
Smoking makes me look so classy!

How have these persons been misled by ads?

THINK	AD1	AD2	AD3
When I first look at the ad— how do I feel?			
What do I think?			
When I think about the message— what are they telling me?			
Is this the whole truth?			
When I think about me— **is this right for me?**			

HEALTH, GRADE 5

SAMPLE UNIT

Unit Theme	**Essential Elements**
A comprehensive approach to using critical thinking and decision-making skills when making healthy choices about daily living.	1A, D-F, 2B, 3 B

Prerequisite Skills

1. Be able to identify ways in which a person is responsible for his/her own actions.
2. Knowledge of daily health care habits.
3. Basic understanding of the cardiovascular system.
4. Understanding of the components of a balanced diet.

Lesson (Mini) Objectives

A:3	Relates use of consumer products to personal health care.
D:2	Describes benefits of aerobic and anaerobic exercise.
E:2	Relates disease prevention to good nutrition.
B:1	Distinguishes between responsible and irresponsible behavior.
B:5	Gives examples of risk-taking behavior.
I:1	Identifies wrong and harmful outcomes of illegal drugs - alcohol, marijuana, and tobacco.
I:2	Identifies verbal strategies for saying no to someone who pressures others into using drugs.

HEALTH, GRADE 5

SAMPLE UNIT, LESSON 1

Lesson Objective A:3: Relates use of consumer products to personal health

Mental Set: Introduce "The Bod Squad" (Hept-up Hygiene, Getsome, Bendon Moovit, Risky Rongway, and Dudley Drugs.) Explain that each team member will introduce lesson for the day. Introduce the squad member for today's lesson: Hept-up Hygiene. Distribute student handout 1 or show transparency and read the accompanying message.

Rationale: To help students make wise decisions in their use of health care products

Input and Modeling

Key Concepts/Skills Bring to class several advertisements for health care products. Analyze advertisements for the advertisers' purpose (to sell products). Discuss ways advertisers use appeals to convince consumers to use their products. Some appeals are:

- to be popular
- to be like a famous athlete or actress
- to be able to get something for free
- to have something that everyone else has

Point out that these appeals do not necessarily focus on the healthfulness of the product and it is the consumer's responsibility to make intelligent choices concerning personal health care.

Guided Practice: Divide the class into groups of about five students. Ask the groups to list all the health care products they can think of on dental care, hair and body care, and medical care. (Answers will probably include brands of soap, shampoo, suntan lotion, toothpaste, toothbrushes, dental floss, mouthwash, and patent medicines.) Write each group's list on the chalkboard or overhead. Count the number of products. Explain that the products listed are just a fraction of the number of health care products available.

Utilizing pp. 90-94 of *Choosing Good Health*, help students determine which products are necessary for good health and which are not. Stress the importance of making intelligent decisions.

Independent Practice: Have students make a list by brand of the health care products in their homes. Have them divide the products into two categories:

- useful products
- unnecessary products

Assessment: Have students name five consumer products which promote personal health and five products which do not. Have students discuss the questions on p. 94 of *Choosing Good Health* and evaluate responses for student comprehension.

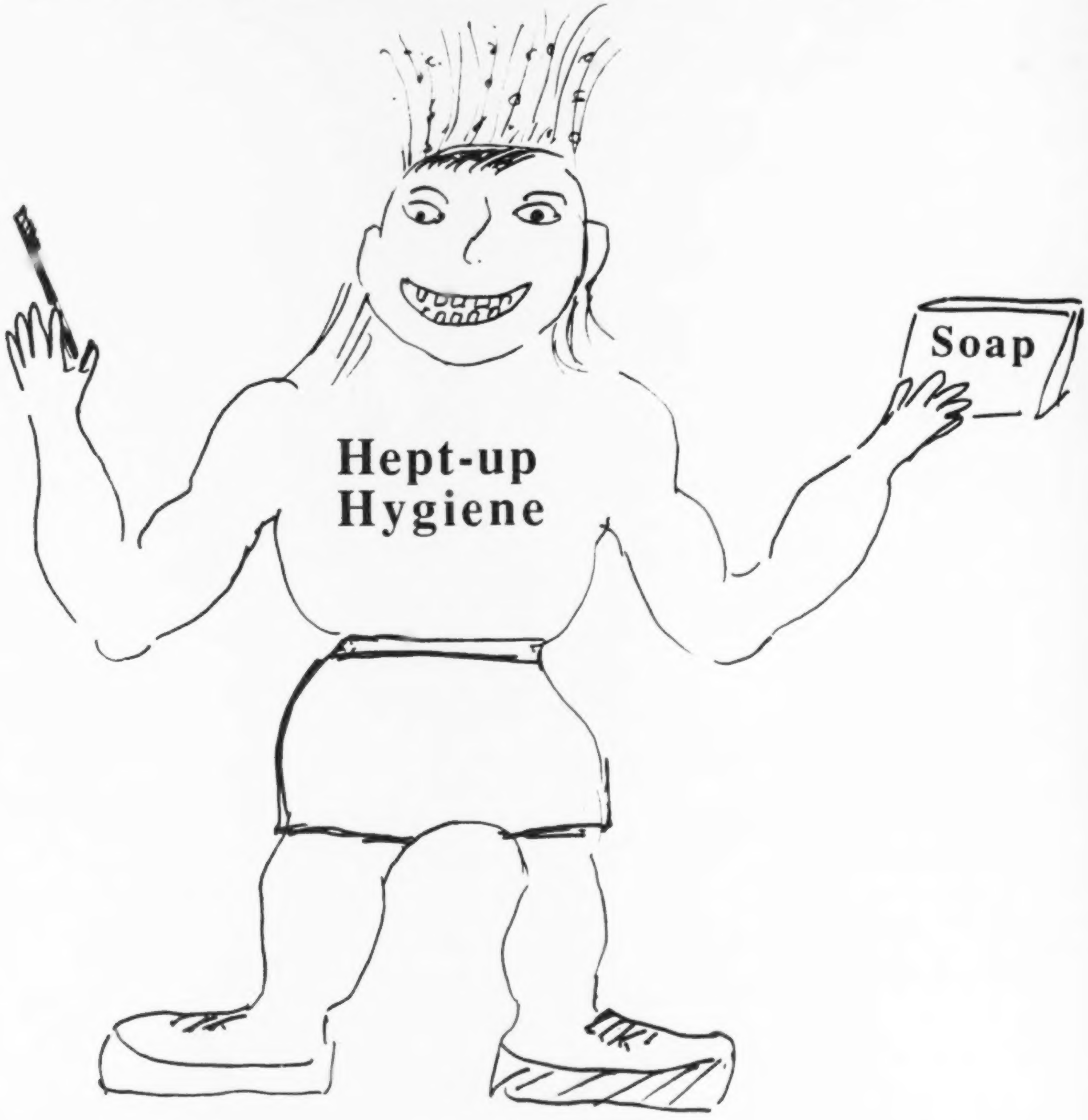
Reteaching: Using pictures from magazines, help students identify those products which are useful for personal health care and those that are not. Using the student handouts 2-4 from the American Heart Association's 'Getting to Know Your Heart' kit, have students develop an advertisement for an original health care product. Have student volunteers present their advertisement to the class. Evaluate the advertisement's content - how did they convince the buyer?

Resources:

Choosing Good Health, pp. 167-176
American Heart Association, "Know Your Heart, Kit Module III"

Hept-up Hygiene

"Hi, Kids! My name is Hept-up Hygiene and my message for you is to take care of yourself by keeping clean. I mean things like bathing and washing your hair, brushing and flossing your teeth and washing your hands before you eat. Let's face it, if you're dirty and smelly, it's not healthy and people won't want to be around you. So make the right choice for your body. Keep it clean - practice good hygiene."



Student Handout 1
Mental Set (A:1)
Health 5

Name → Date →

WHO SAID GOOD LOOKS
CAN'T TAKE YOU ANYWHERE
GODZIDRA
HAIR MIST
ADVERTISING WORKSHEET

1. The product, service or idea I want to advertise is ______________________

2. The audience I'm directing my ad to is ______________________

3. My advertising message is ______________________

4. What I want people who see or hear this ad to do is ______________________

5. The ad medium (media) I will use is ______________________

6. Key words or thoughts are ______________________

My complete ad is attached.

1988. American Heart Association

Student Handout 3
Reteaching (A:1)
Health 5

FREE

Developing an Ad

Advertising (promoting a product, service or idea), comes in many forms. People see and hear thousands of ads every day — through radio, television, magazines, newspapers, billboards, the mail, and elsewhere.

There are some general guidelines to follow when creating an ad.

A Decide on the people you want to influence.

1. Who do you want to see or hear your ad? (Grownups, men of a certain age, women, girls who live in a certain area, boys who own pets?)
2. What is the best way to deliver your advertising message? (Through written materials? TV or radio? Signs? Specialty products such as bumper stickers, matchbooks, balloons?)

B Decide what message you want to get across.

1. Do you want people to buy a product? (Such as apples, cars, furniture.) A service? (Such as babysitting, a shoeshine, window cleaning.) An idea? (Such as good health, safe driving.)
2. What message do you want people to get? ("Apples taste good." "Inexpensive babysitting available." "Good health is important.")

C Decide what you want to happen.

(You want people to eat more apples; use your babysitting services; take better care of their bodies.)

D Decide how to send out your message (which "medium" or "media" you will use).

1. Printed media — newspapers, magazines, billboards, mail, brochures.
2. Audio/visual media — radio, television, film, slides. (Note: Radio and television spots are 10, 15, 30 and 60 seconds long.)

E Create your own advertisement.

1. Write or record your message. (Note: Developing a slogan — a catchy phrase — will get people's attention and help them remember what you're trying to say. For example, "Apples are Apple-tizing.")
2. Answer the five "W" questions of journalism. (Who, what, when, where and why. You may also want to answer the question "How?")
3. Create the visual. (Film it, photograph it, draw it.)

Advertising is a creative art, so use your imagination! People in advertising are sometimes limited by the amount of time or money they can spend to make an ad, but they're free to deliver their message in almost any way they want. Try to come up with fresh, new ideas that people will remember and that will motivate them to do what you want them to.

© 1988, American Heart Association

MY AD

© 1988, American Heart Association

SAMPLE UNIT, LESSON 2

Lesson Objective D:2 Describes benefits of aerobic and anaerobic exercise

Mental Set: Explain that the focus of today's lesson is exercise. Introduce Bendon Moovit and read script while jogging in place.

Rationale: To help students incorporate different types of exercise into their routines to maintain a healthy lifestyle.

Input and Modeling

Key Concepts/Skills Using either *Choosing Good Health*, pp. 172-181, or the American Heart Association's "Getting to Know Your Heart" kit handouts, define aerobic and anaerobic exercises. Ask students to give examples of each type. Discuss the benefits of each type stressing particularly aerobic exercise.

Guided Practice: Have students complete the handouts (4,5,6) from the "Getting to Know Your Heart" kit. Circulate and guide students in completing the handouts. Review correct answers on the chalkboard or with transparency of the handout on the overhead.

Independent Practice: Have students complete the Personal Exercise Log by listing their fitness activities, duration and location for one week. Remind students to try to incorporate a variety of activities aimed at improving cardiovascular fitness. At the end of one week, have students turn in their log with a written evaluation of their activities and suggestions for improvement in their exercise habits.

Assessment: Check comprehension - oral. Ask the following questions and monitor student response:

1. Name two ways exercise can help the cardiovascular system.
2. Give an example of each of the two main types of exercise.
3. How often, how long, and how hard do you need to exercise to improve cardiovascular fitness?
4. Name three good activities for improving cardiovascular fitness.
5. What is one way to tell that your cardiovascular fitness is improving?

Have students volunteer to pantomime a type of activity. Let students guess what the activity is and classify it as aerobic, possibly aerobic, or anaerobic.

Reteaching: Using the chart on p. 177 *Choosing Good Health*, have the class develop an exercise program which is designed to improve cardiovascular fitness.

Using *Choosing Good Health*, pp. 167-176, teach students to find their heart rate. Take a resting rate. Then have students jog in place for one minute and take a second heart rate. Discuss reasons for the higher heart rate after exercise and benefits of increasing the heart rate through exercise.

Resources:

Choosing Good Health, pp. 172-181
Getting to Know Your Heart, "Stronger Heart."
Attachment, "Bendon Moovit."

BENDON MOOVIT

I'd like to tell you, if I could,
You've gotta move that body to make it feel good
You can swim or jog or walk or run.
But the main thing is to have some fun.
If you don't move it, your body gets slow.
And it won't take you where you wanna go.
Put your body to work each and every day.

Bendon
Moovit

Student Handout 1
Mental Set (D:2)
Health 5

Personal Exercise Log of

NAME

GRADE

TYPE OF EXERCISE	HOW LONG? (minutes)	WHERE?

© 1986, American Heart Association

Student Handout 2
Input (D:2)
Health 5

EXERCISE FOR A STRONGER HEART

Why Exercise?

Your heart, like every other muscle, gets stronger with regular exercise. A strong heart doesn't have to work as hard to circulate the blood, because it pumps more efficiently. The right kind of exercise improves blood circulation; helps your heart, lungs and other organs work together more efficiently; and improves fitness. And the more fit you are, the longer you can exercise vigorously without tiring.

Exercise is good for most people, but if you have any health problems, you and your parents should talk to your doctor before starting an exercise program.

What Are Good Exercises?

Basically there are two kinds of exercises — aerobic and anaerobic. Aerobic exercises are exercises, sports and other activities that cause the body to use more oxygen. Swimming, running and jumping rope are examples of aerobic exercises. Weight lifting, golf and baseball are anaerobic exercises. They're fun, but they don't really exercise the heart and lungs. Aerobic exercises are better for you because they burn more calories, make your heart stronger, and build your endurance.

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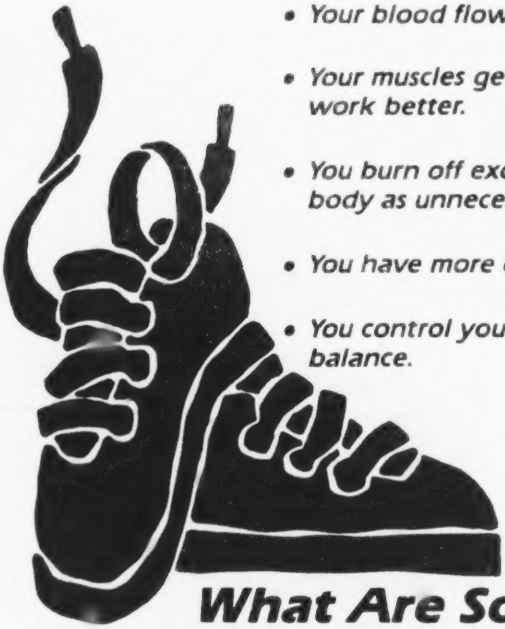
Benefits of Aerobic Exercise

- *You can breathe easier because your chest muscles get stronger and help the air flow in and out faster.*
- *You get more oxygen by breathing easier. Oxygen moves from your lungs to your heart and on to all parts of your body. Your heart gets stronger because it gets a good workout.*
- *Your blood flow (circulation) gets better.*
- *Your muscles get "toned." They look and feel firmer and work better.*
- *You burn off excess calories, so they're not stored in your body as unnecessary fat.*
- *You have more energy, and you don't get tired easily.*
- *You control your appetite and keep a healthy input/output balance.*



What Are Some Aerobic Exercises?

- *An aerobic exercise improves the condition of your heart and lungs. The key characteristics of heart-healthy aerobic exercises are:*
- *They increase your heart and breathing rates.*
- *They're done 20 to 30 minutes without stopping.*
- *They're done at least three times a week.*

The columns on the next page describe three types of activities and how they affect your heart.

© 1988, American Heart Association

Name → Date →

EXERCISE FOR A STRONGER HEART

Column A

These are very vigorous exercises. They need to be done for at least 20 minutes three times a week. Then they'll condition your heart and lungs and burn off many calories.

Column B

These are moderately vigorous activities, but they can be excellent conditioners if they're done briskly for at least 30 minutes three times a week. When done briskly they give the same benefits as the activities in Column A.

Column C

These aren't very vigorous activities. They still have some benefits; for example, they can be fun and help improve muscle tone. However, they don't condition the heart and lungs or burn off many calories.

A. Do Condition	*B. Can Condition*	*C. Don't Condition*
Cross Country Skiing	*Bicycling*	*Baseball*
Hiking (uphill)	*Downhill Skiing*	*Bowling*
Ice Hockey	*Basketball*	*Golf (on foot or by cart)*
Jogging	*Field Hockey*	*Softball*
Jumping Rope	*Handball*	*Calisthenics*
Rowing	*Soccer*	
Roller Skating	*Tennis (singles)*	
Aerobic Dancing	*Walking*	

Exercise Is for You!

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Exercise is fun! You don't have to be an athlete to exercise, and whether you're a boy or girl, there are all kinds of enjoyable aerobic exercises you can do. Whether it's swimming, soccer, skating, dancing or even something else, there's a fun fitness activity that's just right for you. And you can enjoy fitness activities by yourself or with your friends!

To Do:

1. *Name three benefits of aerobic exercise that are important to you.*

____

____

____

2. *Describe the three key characteristics of heart-healthy aerobic exercises.*

____

____

____

3. *Label each of the three exercises as aerobic, possibly aerobic or anaerobic.*

______________________________ *Jogging*

______________________________ *Basketball*

______________________________ *Roller Skating*

______________________________ *Baseball*

______________________________ *Bicycling*

______________________________ *Calisthenics*

______________________________ *Jumping Rope*

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HEALTH, GRADE 5

SAMPLE UNIT, LESSON 3

Lesson Objective E:2 Relates disease prevention to good nutrition

Mental Set: Tell students that today's lesson is about eating right and preventing illness. Introduce Get-Some Goodeats.

Rationale: To help students learn to eat right to prevent disease and use other healthful habits to prevent the spread of germs.

Input and Modeling

Key Concepts/Skills Have students complete orally the True - False quiz (Transparency) (Current Health), April 1989 to test their nutrition knowledge. Use a discussion of this quiz to introduce the seven dietary guidelines suggested by the U.S. Department of Agriculture and the Department of Human Services. These are suggested goals for eating to help one live longer and more healthfully. The seven guidelines are:

1. Eat a variety of foods.
2. Be at a healthful weight.
3. Eat few fatty foods.
4. Eat foods with starch and fiber.
5. Eat small amounts of sugar.
6. Use little salt.
7. Do not drink alcohol.

Elicit student suggestions on ways to incorporate these guidelines into their daily routine. Discuss with students these factors that promote the spread of disease.

1. Not eating right; not getting enough vitamins
2. Not washing food properly; not cooking or storing food properly
3. Not washing hands and body thoroughly
4. Drinking dirty (unsanitary) water
5. Using things after a sick person
6. Putting germs in the air by not covering the mouth when coughing or sneezing
7. Not staying current on vaccinations
8. Putting dirty hands in the mouth, nose, or eyes
9. Using other people's make up, combs, or brushes
10. Not washing and covering cuts

Guided Practice: Check comprehension on the seven dietary guidelines. Using a timer, give students three minutes to write as many of the guidelines as they can remember. Recreate the list on the chalkboard. Award a prize to the student who remembered the most guidelines.

Independent Practice: Copy and distribute the student handout #2 on disease. Evaluate written responses for lesson comprehension.

Assessment: Have students list four of the seven dietary guidelines discussed in class. Beneath each guideline, have students write an example of how each of these guidelines can help to prevent disease.

Example: 1. Eat a variety of foods.
Provides the necessary nutrients to assure well-balanced meals.

Reteaching: Distribute the 3-page handout "How to Eat for a Healthy Heart." Discuss how the suggestions for a healthy heart closely paralleled the seven guidelines discussed earlier. Have students name foods not listed which contain excess fat, salt, or sugar.

Extension: Have students keep track of what they eat for two or three days. Then have them evaluate each of the foods they consumed on the basis of healthful choices.

Resources:

Current Health April, 1989
Handout #1
American Heart Association, "Getting to Know Your Heart"

Get-Some Goodeats

"Are you Hungry? Well, it's okay to have a snack, but choose a healthful one. The same goes for meals. Just because food is good for you, it doesn't mean it tastes disgusting. There are lots of good-tasting foods that are good for you. So-next time you reach for the potato chips, think about it. Choose something healthful. Your body will thank you.

MILK
Get-Some
Goodeats

Student Handout 1
Mental Set (E:3)
Health 5

FOOD FACTS, FAKES, AND FOOLERS

T F 1. Stop eating red meat entirely for better health.

T F 2. Sometimes it's OK to eat foods that contain additives.

T F 3. Sugar-coated cereal gives you good nutrition.

T F 4. All fast food is really "junk food."

T F 5. Pizza is a well-balanced food.

T F 6. You need to use more salt in warm weather, especially if you're exercising.

T F 7. It's better to be too thin than too fat.

T F 8. Buttery popcorn and french fries are good for you; after all, they're mainly corn or potatoes.

T F 9. If you don't have time for breakfast, just skip it. You can always make up for it later.

T F 10. "Eat your vegetables. They're good for you."

Transparency
Input (E:3)
Health 5

NAME TWO OR THREE WAYS THAT DISEASE CAN SPREAD...

through the mouth -

1.

2.

3.

through the eyes -

1.

2.

3.

through the nose -

1.

2.

3.

through the skin -

1.

2.

3.

Student Handout 2
Independent Practice (E:3)
Health 5

How to Eat for a Healthy Heart

Having a healthy heart cannot be taken for granted. The way you live and the choices you make can very much influence your health. The food you eat every day is an important part of a lifestyle that can help keep your heart healthy or unhealthy, depending upon the choices you make.

WATCH OUT FOR CHOLESTEROL

Both the amount and kind of food you eat may affect how your heart and blood vessels work. Medical experts have found that the heart may be hurt by a diet that contains too many calories, and is too rich in animal fats and a fat-like substance called cholesterol.

Cholesterol is a fatty material used in many of the body's chemical processes. We get cholesterol in two ways: a small amount is manufactured by the body naturally, and we can also get it directly from foods that come from animals. Egg yolks and organ meats such as liver are high in cholesterol. The problem occurs when too much cholesterol circulates in the blood.

A diet high in fat and cholesterol can lead to a fatty build-up on the lining of the arteries. In some people, the fatty deposits build up so much that they narrow the space available for the blood to flow through. Many scientists believe that this may begin to develop early in life and continue throughout life.

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Student Handout 3a
Reteaching (E:3)
Health 5

FATS AND YOUR HEART

Fatty foods tend to increase the amount of cholesterol in the blood while some types of fats help to decrease blood cholesterol. Saturated fats tend to raise the level of cholesterol in the blood. They are fats that harden at room temperature. They are found in most animal products and some vegetable products. Here are some examples:

Animal Saturated Fats:

- Fatty cuts of beef, pork and lamb
- Butter
- Cream and whole milk
- Cheeses made from cream and whole milk
- Ice cream

Vegetable Saturated Fats:

- Hydrogenated shortenings
- Coconut oil, cocoa butter, and palm or palm kernel oil used in most commercially prepared cookies, pie fillings and non-dairy substitutes

Unsaturated fats tend to lower the level of cholesterol in the blood. They are found in liquid oils made from vegetables. They include oils made from corn, safflower, sesame seed, soybean and sunflower seed. Some other fats may have a slight lowering effect on blood cholesterol. These fats are found in such foods as peanuts and peanut oil, olives and olive oil, canola oil and avocados.

CALORIES DO COUNT

Calories in your diet provide energy to fuel your body and keep you going strong. If you eat more calories than you burn off in physical activity, the extra calories get stored as fat. When people eat more calories than they need and gain too much weight, extra stress is put on their hearts.

Some foods have more calories per ounce than others. Fats have more than twice the number of calories per ounce as proteins and carbohydrates. High-fat foods that are concentrated sources of calories include:

- Fats of all kinds
  (shortening, oil, butter, margarine)
- Salad dressing
- Fried foods
- Fatty meats
- Luncheon meats
- Potato chips
- Chocolate
- Cheese
- Sauces
- Fatback
- Sausage
- Scrapple
- Ribs
- Gravies
- Other snack chips

Other foods are high in sugar. They also contribute to extra calories in the diet. Some of these foods are:

- Colas and other sweetened drinks
- Candy
- Cakes (most are high in fat)
- Cookies
- Donuts (also high in fats)
- Sugar-coated cereals
- Jelly, jam
- Syrups
- Pies
- Ice cream (also high in fats)

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Healthy Heart

TAKE SALT A GRAIN AT A TIME

Salt in the diet may contribute to high blood pressure in some people. Too much salt holds excess fluid in the body. This puts an added burden on the heart. In cases of high blood pressure, people are asked to cut down on using salt in their diet. Some foods that are high in salt are:

Pickles
Olives
Salted nuts
Soy sauce
Hot dogs
Bacon
Processed cheese
Canned soups

Potato chips
Other snack chips
Salted pretzels
Canned fish
Luncheon meats
Ham
Catsup
Canned meats

Look for lower-salt varieties of many of these foods.

HOW CAN WE HELP KEEP OUR HEARTS HEALTHY?

- Keep your weight at an ideal level by eating a nutritious diet and getting regular exercise.
- Eat fruit, vegetables, cereals, pasta, low-fat dairy products, and fish, poultry, and lean meats.
- Ignore the salt shaker and limit the amount of highly salted, processed foods you eat.

We don't know everything yet about how our diets influence heart health. Scientists are still asking many questions and making new discoveries to answer these questions. We do know that it makes good sense to develop healthy eating habits early in life and keep the odds on your side.

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Student Handout 3c
Reteaching (E:3)
Health 5

HEALTH, GRADE 5

SAMPLE UNIT, LESSON 4

Lesson Objective B:1 Distinguishes between responsible and irresponsible behavior
Lesson Objective B:5 Gives examples of risk-taking behavior

Mental Set: Introduce Risky Rong-Way and tell students that today's lesson involves making choices to keep safe and act responsibly.

Rationale: To help students make safe, responsible decisions and avoid taking negative risks.

Input and Modeling

Key Concepts/Skills Discuss the fact that we all must make decisions in our everyday lives. Stress that everyone makes wrong decisions sometimes and that we should not be ashamed or embarrassed by our mistakes. Instead, we should always try to learn from our mistakes. Emphasize that parents, teachers, and adults who care about us want us to make decisions in a responsible way. Responsible decisions are ones that help us be healthy, help us grow as people, and help us care about ourselves and others. Discuss with students how taking risks may be either positive or negative or even both.

Guided Practice: Have students complete the handout "Decisions, Decisions." Then divide the class into small groups and have students share their answers with other members of the group. When the group discussions end, remind students that they are ultimately responsible for their decisions and the consequences of these decisions.

Independent Practice: Distribute risk-taking handout and have students write their responses.

Assessment: Have students complete the "assessment" handout.

Reteaching: Using the list of ten behaviors on Transparency #1, have students number their pages from 1 to 10. They will indicate whether each behavior is risky or safe. If the behavior is risky, discuss the risks involved.

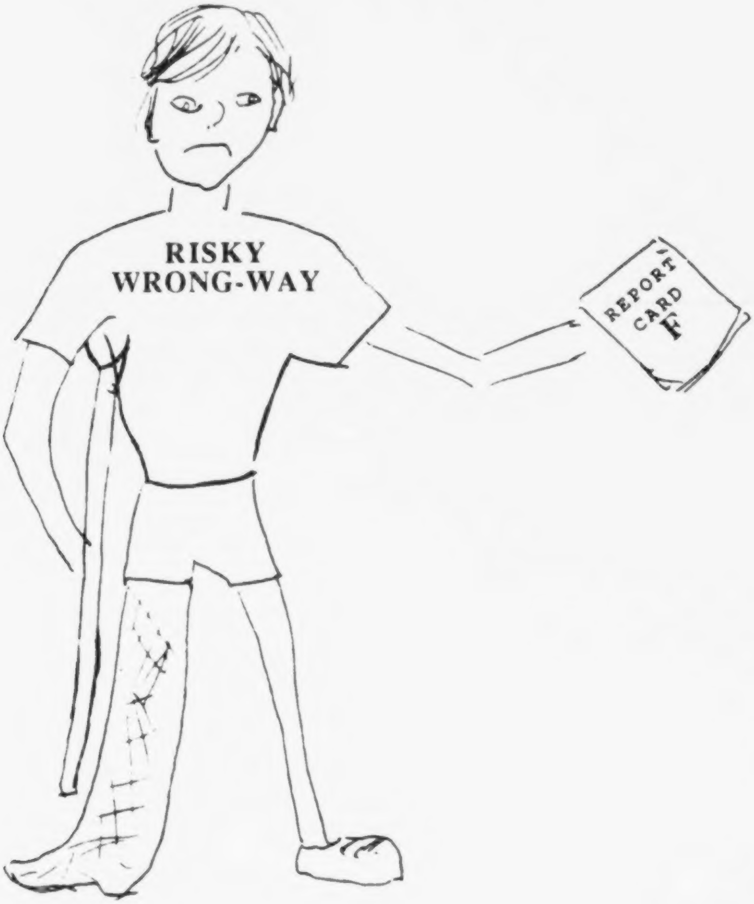
Extension: Have students create two scenarios which can be acted out in the classroom. Write a brief description of a situation which requires a behavioral response. Have students act responsibly and irresponsibly in each situation. Elicit class discussions on the difference between the two.

Resources:

Handout "Decisions, Decisions"
Handout "Risk Taking"
Transparency #1
Assessment

RISKY RONG-WAY

"Boy am I mad! Just because I decide to have some fun instead of doing my dumb old homework, my teachers gave me failing grades! It's not fair! And then, I decided to go out and try some new tricks on my skateboard to make me feel better. I'd seen them on TV and I figured I could do them-no problem. Well, I fell off and broke my leg. Now I can't skateboard or anything for six weeks! What did I do wrong to deserve these problems?



Student Handout 1
Mental Set (B:4)
Health 5

NAME______________________________________DATE____________________

Decisions, Decisions

1. How did you decide to wear the outfit you are wearing today?

2. How do you decide who your friends will be?

3. If you don't want to smoke, but someone tries to hand you a cigarette, what would you say?

4. Is it good to let your friends make your decisions for you? Why? Why not?

5. Is it okay to disagree with your friends?

WE'RE PUSHING FOR
A DRUG-FREE STATE

Student Handout 2
Guided Practice (B:4)
Health 5

RISK-TAKING WORKSHEET

NAME______________________________

Look at the risks listed. Write two negative consequences and a positive alternative for each risk.

Risk #1. Taking Drugs
Negative Consequences
1.____
2.____
Positive Alternative
1.____

Risk #2. Skipping School
Negative Consequences
1.____
2.____
Positive Alternative
1.____

Risk #3. Hitchhiking
Negative Consequences
1.____
2.____
Positive Alternative
1.____

ASSESSMENT

A. Your parents ask you to baby-sit your younger brother while they go out. List three responsible and three irresponsible behaviors that you could intentionally or accidentally demonstrate.

Responsible Behaviors

1. ______________________________

2. ______________________________

3. ______________________________

Irresponsible Behaviors

1. ______________________________

2. ______________________________

3. ______________________________

B. 1. Explain in your own words the following concept:
"Risk taking may be positive or negative or both."

____

____

____

____

____

____

____

____

2. Give an example of a risk that has:

a. Positive consequences - ______________________________

b. Negative consequences - ______________________________

c. Both positive and negative consequences - ______________________________

____

RISKY BEHAVIOR

On your paper write "risky" if the behavior is not safe and "safe" if it is a safe behavior.

1. making your bed ____________________
2. skipping school ____________________
3. cheating on a test ____________________
4. studying for a test ____________________
5. calling your grandmother ____________________
6. swimming alone ____________________
7. going to Six Flags with your parents ____________________
8. riding your bike on the wrong side of the street ____________________
9. baby sitting your little brother or sister ____________________
10. letting a friend copy your homework ____________________

Transparency 1
Reteaching (B:4)
Health 5

HEALTH, GRADE 5

SAMPLE UNIT, LESSON 5

Lesson Objective I:1 Identifies wrong and harmful outcomes to self and others when using illegal drugs such as alcohol, marijuana, and tobacco

Lesson Objective I:2 Identifies verbal strategies for saying no to someone who pressures others into using drugs

Mental Set: Introduce Dudley Drugs and tell students that today's lesson will teach them how to say no to harmful behaviors, including using drugs.

Rationale: To teach students refusal skills to help them resist negative peer pressure.

Input and Modeling

Key Concepts/Skills Show the video "Who's in Charge" from the American Heart Association's Kit, "Getting to Know Your Heart." This video shows the importance of making good decisions and taking charge of your life. It runs approximately ten minutes. Discuss harmful effects of illegal drugs, including alcohol and tobacco. Stress the importance of staying drug-free. Have students brainstorm ways to say "no." List these on the chalkboard or overhead. Stress that no one should be pressured into doing something that is wrong for them.

Guided Practice: Lead a discussion of the video using the questions on Handout #1. Distribute the "Three Ways to Stand Firm and Stay in Charge" Handout #2. Discuss the responses given.

Independent Practice: Have students complete the "Ways to Say No" Handout #3

Assessment: Divide students into groups and have each group compile a list of "Ways to Say No" from their individual handouts in class. Have each group present its list to the class by having each member of the groups take turns reading from the list. Encourage discussion about the lists.

Reteaching/Extension:

1. Have students make an "I've Said NO to Drugs" poster. Posters may include pictures of people having fun without drugs. Encourage students to include a slogan, either humorous or serious, which illustrates positive reasons for saying no to drugs. Display posters in the school halls.

2. Divide the class into 4 or 5 groups. Each group will assume the role of an advertising agency and have the job of creating an advertisement that persuades the rest of the class not to use tobacco, alcohol, marijuana, or inhalants. The advertisement can be visual, have dialogue or songs, or be a skit. The class should evaluate each advertisement for persuasiveness. Emphasize that each group should be as persuasive as possible in their presentation.

Resources:

Video "Who's in Charge," AHA
"Getting to Know Your Heart", AHA
Handouts - "Three ways," "Who's in Charge," " Ways To Say No,"
TEA, "Education for Self-Responsibility II."

WHO'S IN CHARGE

1. Why did the boys and girls wander aimlessly, dress the same, and play the same instruments?

2. When the time traveler led the children to the dangerous Yak pillar and asked them to go into the mouth of the sleeping beast, why did they say they would go?

3. What are the steps to making good decisions that the time traveler taught the children?

   a.

   b.

   c.

   d.

   e.

   f.

4. How did the time traveler help the children learn to say "no" to dangerous situations?

   a.

   b.

   c.

   d.

Student Handout 1
Guided Practice (I:5)
Health 5

WHO'S IN CHARGE

1. Why did the boys and girls wander aimlessly, dress the same, and play the same instruments?

   They hadn't learned to make a decision or to choose.

2. When the time traveler led the children to the dangerous Yak pillar and asked them to go into the mouth of the sleeping beast, why did they say they would go?

   They hadn't learned to say "no."

3. What are the steps to making good decisions that the time traveler taught the children?

   a. *Identify the problem.*

   b. *Decide what you want to accomplish*

   c. *Analyze your choices and possible results.*

   d. *Choose the best alternative*

   e. *Act on your choice.*

   f. *Evaluate and accept the results.*

4. How did the time traveler help the children learn to say "no" to dangerous situations?

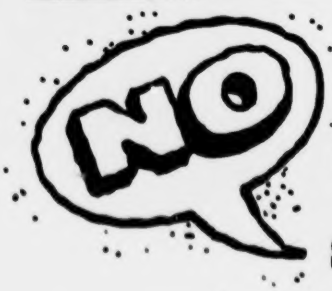
   a. *Choose in your best interest.*

   b. *Refuse to take action or request more information.*

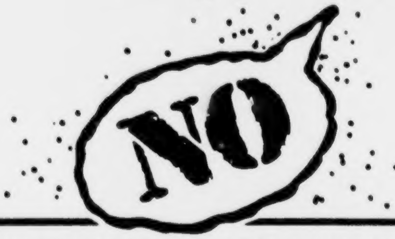
   c. *Change your mind.*

   d. *Accept the positive results.*

Name → Date →



Three Ways to stand firm and stay in charge



Sometimes people will try to get you to do something that's not in your best interest. They may want you to smoke, eat food that's not good for you, take drugs, do a dangerous stunt. Or maybe they just want you to do something you don't want to do, like watch TV instead of playing outside. When this happens, stand firm. You're important — you have rights, too. Don't sell yourself short and agree to something that may hurt you or lower your self-respect.

Here are some ways to stand firm when you don't want to come right out and say

NO

Delay the Decision

• Do I have to decide right now? • Do I have to __________ right now? • I don't want to __________ right now. Maybe later. • I'll try it later. • I don't feel like it right now. • (Change the subject.)

Use Your Credit

• You mean I have to __________ to be your friend? • If I have to __________ to be your friend, then I don't want to be your friend. • I like you guys and want to be around you, but not if I have to __________. • No. You shouldn't try to force me to __________. Besides, I don't think you really want me to do something I don't want to do.

Recruit a Friend

• Do you agree with that? • Do you think I should try it? • What do you think I should do? • Would you __________ if you were me? • Are you going to __________ ?

Adapted in part from a Utah Department of Health Publication

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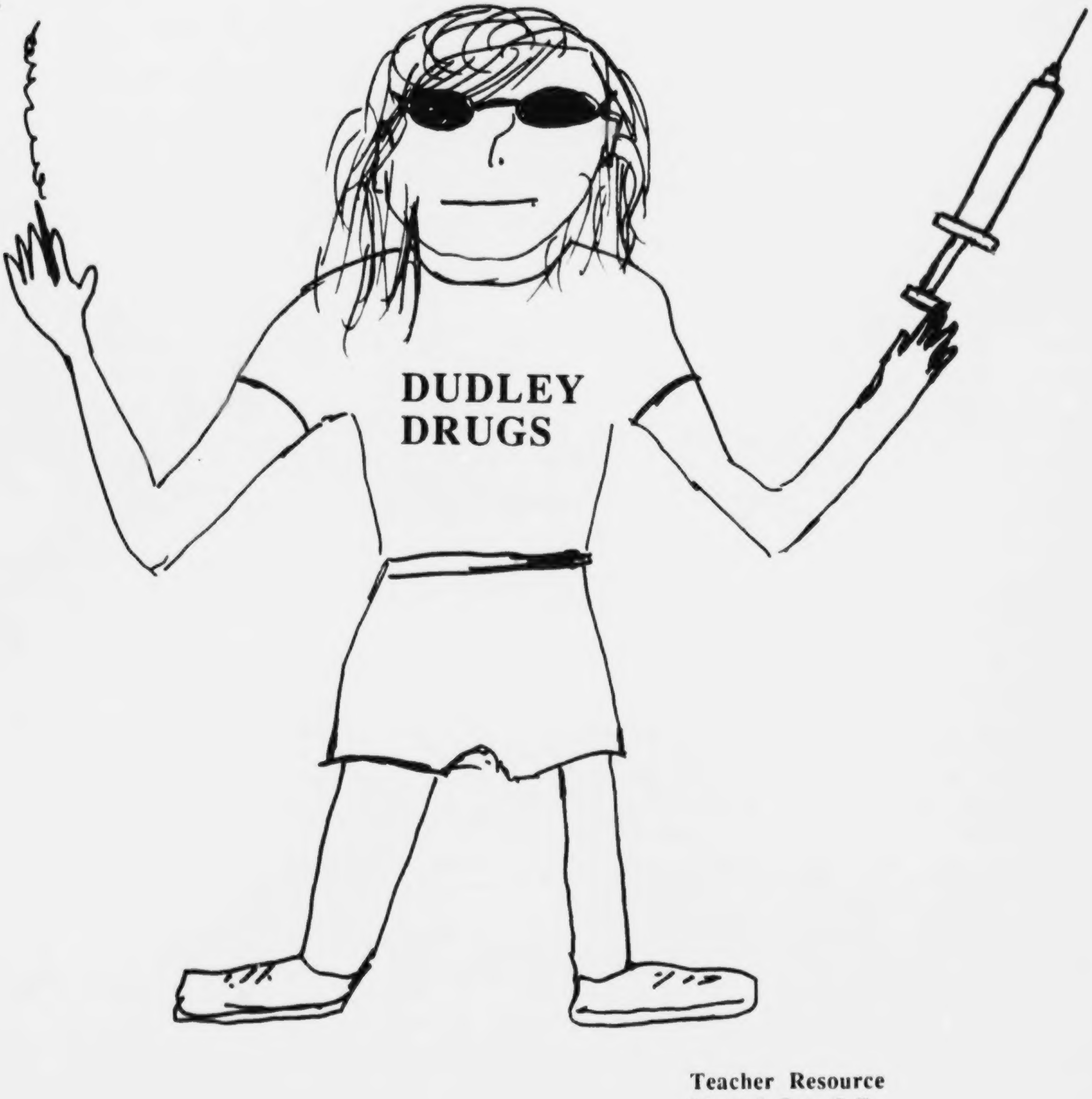
DUDLEY DRUGS

Hi, my name is Dudley Drugs. If you really want to mess up your life, just be my friend. I can help you fail at school, break laws, ruin your health, and make everyone around you very worried and unhappy. If you don't think that sounds like much fun, you'd better learn to say "no" to me. Come to think of it - that sounds like a pretty good idea.



Teacher Resource
Mental Set (I:5)
Health 5

Name ________________________________ Date ___________________

WAYS TO SAY NO

You meet a schoolmate in the park on a Saturday afternoon. Instead of wanting to fly the new kite you have, your friend wants to smoke cigarettes. You know that smoking is against the law for children and that it is harmful to anybody's health.

What are some ways to tell your friend "No?"

1.

2.

3.

4.

5.

NO!

NO

no!

Student Handout 3
Guided Practice (I:5)
Health 5

GRADE FIVE

SAFETY

Physical and Psychological Safety

Scope and Sequence

- Science
- Social Studies
- Health

SCIENCE
SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Practice safety in using materials and equipment	• Practice safety in the use of materials and equipment
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the five sense organs used to observe the environment. Safety: do not touch, pickup, or taste unknown objects or substances without adult supervision	• Identify various parts of plants used for food

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Accept responsibility for one's behavior at home and at school	• Select appropriate ways of dealing with one's personal and social responsibilities in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify one's personal role in terms of home, school, and neighborhood	• Develop a rationale describing the importance of civic participation in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Determine the need for rules in the home, school, and community	• Apply leadership qualities of honesty, sensitivity, and consideration in performing civic and social responsibilities
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Compare rules and authority figures in home, school, and community	• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Describe the functions of lawmakers
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Interpret the consequences for violations of rules/laws

SCIENCE
SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	
Explosions • Identify the formation of solution as a physical change and combining of substances with oxygen as a chemical change	**Weather Safety•** • Explain how different weather conditions are used to predict weather and the effect that they have on each other and on people	**Electrical Safety** • Demonstrate knowledge of electricity by comparing static and current electricity	
		• Demonstrate knowledge of electricity by classifying conductors and insulators and by comparing parallel and series circuits	

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Identify ways people show respect for public and private property	• Demonstrate good citizenship as measured by standards of conduct for the class, school, and community	• Demonstrate an understanding of the organization of the United States government	
• Interpret the consequences of violating community laws	• Explain how groups influence individual behavior	• Analyze historical documents and the rights, privileges and responsibilities set forth in each	
• Determine the critical attributes of local and state government.	• Compare and contrast governmental operations of the executive, legislative, and judicial roles at the local state and national levels		

HEALTH
SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Demonstrate respect for self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Exhibit positive attitude toward self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Distinguish between safe and unsafe behavior at home and at school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Explain how and when to dial emergency phone numbers
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety hazards at home and school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the role of immunization in disease prevention
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety rules for taking any drug

HEALTH
SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Recognize consequences of own behavior	• Recognize effects of various feelings on self and others including family members	• Differentiate between appropriate and inappropriate ways of expressing emotions	• Distinguish between responsible and irresponsible behavior
• Identify situations that demand decisions	• Describe various emotions found in self and others	• Identify personal characteristics that relate to a good mental self-concept	• Identify examples of showing the need for open communication between parents and children
• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Distinguish between emergency and non-emergency procedures	• Identify ways to build trust
• Recognize when a persons is in need of help	• Describe methods of accident prevention in home, school, and community	• Identify unsafe playground and crosswalk behavior	• Give examples of risk-taking behavior
• Identify personal health habits that help to prevent diseases	• Identify methods of preventing diseases including AIDS	• Outline procedures for escaping from disasters such as fire and tornadoes	• Identify general symptoms of life-threatening situations
• Explain how the proper use of medicine can help, while misuse of medicine can harm people	• Point out relationships of a healthy lifestyle to prevention of disease	• Describe importance of seeking professional help in emergency situations	• Identify proper first aid treatment for selected injuries such as burns and bruises
• Recognize that the use of illegal drugs is wrong and harmful	• Describe how the use of illegal drugs by children is wrong and harmful	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify factors which promote the spread of disease • Describe the most common diseases which may cause death, including AIDS

Physical and Psychological Safety

Integrated Scope and Sequence

Integrated Scope and Sequence

PHYSICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Emergency phone numbers (H) • Seat belts (H) • Fire drills (SS,H,S) • Inappropriate touching (H,S) • Crosswalks (H) • Dealing with strangers (H) • Accidents and injuries (H)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Family members (SS,H) • School personnel (SS,H) • Neighbors (SS) • Community helpers (H)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Classroom safety rules (SS) • School safety rules (SS) • Family safety rules (SS) • Neighborhood safety rules (SS)

PSYCHOLOGICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Sharing (SS) • Acting responsibly (H) • Making personal choices and family decisions (SS)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Feeling special toward self and others (H)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Recognizing that feelings change (H)

SS=Social Studies, H=Health, S=Science. Represents current curriculum content.

Integrated Scope and Sequence

PHYSICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Poisonous Plants (S) • Medications (H) • Crosswalks (H) • Cars/buses (H) • Bicycle (H) • Fire (H,S) • Emergency procedures (H) • Inappropriate touching (H,S)	• Traffic laws (H) • Street signs (H) • Emergency procedures (H) • Fire hazards/drills (SS,H,S) • Inappropriate touching (H,S)	• Emergency/non-emergency situations (H,S) • Weather (H,S) • Dealing with strangers (H)	• Life-threatening situations (H,S) • Natural disasters (H,S) • Fire hazards/drills (SS,H,S) • Electrical Safety (S)
• Family members (SS,H) • Neighbors (SS) • Community helpers (SS,H)	• Community law makers (SS) • State law makers (SS) • U.S. Government (SS)	• State and local governments (SS, S)	• U.S. Government law makers (SS)
• Work safety rules (SS) • Community laws (SS) • Neighborhood safety rules (SS) • Community safety workers (SS)	• Civic responsibility toward safety, (i.e., traffic signs, littering) (SS,S,H)	• Good citizenship (SS) • Local responsibilities for safety (SS) • State responsibilities for safety (SS)	• National responsibilities for safety (SS,S)

PSYCHOLOGICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Identifying dangerous situations ((H) • Resolving individual and group conflicts (SS) • Saying "NO" (H)	• Respecting the personal rights and property of others (SS) • Asserting personal rights, i.e., personal comfort and space (H)	• Making personal decisions (SS) • Taking responsibility for choices (H)	• Identifying responsible and irresponsible behavior (H) • Preventing risk-taking behavior (H)
• Earning respect from others (H)	• Recognizing one's strengths (H) • Dealing with stress (H)	• Analyzing one's strengths, weaknesses, and accomplishments (H)	• Applying effective coping skills (H)
• Building trust (H) • Relating to negative and positive feelings of others (H)	• Relating negative and positive feelings of others (H)	• Relating to personal loss, i.e., divorce, death (H)	• Communicating feelings (H) • Relating to personal loss and injury, i.e., loosing a friend, rape, (H)

PHYSICAL SAFETY, GRADE 5

PRACTICES AND RULES OF SAFETY

Resources

Natural Disasters

(Local Objectives: H-H.3)

ACTIVITY: Ask students to identify natural resources common to Fort Worth. Focus the lesson on lightning and tornadoes; explain the scientific nature of lightning and why it is dangerous. List safe practices during an electrical storm. Have students distinguish between tornado watch and tornado warning. Review school tornado drill instruction. Have students describe safe practices for tornadoes at home or outside in an open area.

Instructional	Community
Choosing Good Health, Scott, Foresman;	32 25

Assessment: Write your actions for the following:
- It begins lightning and you are outside swimming.
- The TV announces that a tornado is headed toward your house.
- You are playing outside and you notice flashes of lightning.

PEOPLE HELP EACH OTHER TO BE SAFE

U.S. Government Lawmakers

(Local Objectives: SS-D.1)

ACTIVITY: Have the students make a poster describing how the three branches of the federal government got involved in passing the 55 mile an hour speed limit.

Assessment: Have students research the necessary steps for a national safety bill to become a national law.

The United States, Its History and Neighbors, HBJ, pp. 302-303	24a 25

CIVIC RESPONSIBILITIES TOWARD SAFETY

National Responsibilities for Safety

((Local Objectives: SS-D.2)

ACTIVITY: Divide students into ten groups and assign each group one of the ten amendments. Have them plan a skit which shows how people exercise their rights for the amendment to which they were assigned.

The United States, Its History and Neighbors, HBJ, pp. 309-310	24a 25

Assessment: Have students identify the U.S. amendment number that applies to each of the following situations.
- You own a weapon if you follow local laws concerning it. ____________________
- You want to organize a meeting of people to convince the government to clean up the environment. ____________________
- You are accused of destroying property. You insist on a jury trial. ____________________

PSYCHOLOGICAL SAFETY, GRADE 5

BEHAVIOR AND CONSEQUENCES

Preventing Negative Risk-Taking Behavior

(Local Objectives: H-B.1, B.3, B.5)

ACTIVITY: Discuss with students the reasons people take risks. Include showing off, loyalty, taking a dare, for a thrill, or to prove oneself. Compare positive and negative consequences of risks. Have students brainstorm alternatives to taking risks which result in negative consequences.

Assessment: Write three probable risks on the board. Examples: Taking drugs, borrowing money, hitchhicking. Have students write two negative consequences and an alternative for each risk.

Resources: Instructional	Resources: Community
Skills for Adolescence, Quest National Center; *Grade Six Health*, FWISD; *Choosing Good Health,* Scott, Foresman	9 32

DEVELOPING A POSITIVE SELF-CONCEPT

Feeling Special Toward Self and Others

(Local Objectives: H-B.1, B.2, B.3)

ACTIVITY: Discuss with the class ways to change negative feelings to positive ones. Emphasize that every situation, no matter how bad it seems, can be dealt with in a positive manner. Draw a continuum on the chalkboard with a peak at one end and a valley at the other. Write a situation in the center and have students brainstorm the worst (valley) and best (peak) ways to feel about the situation.

Assessment: Divide the class into groups. Have each group select from three to five situations. Using newsprint, have each group draw a continuum like the one on the chalkboard. The students will list negative ways to cope with the situation under the valley and positive ways to cope over the peak. Each group will present its charts to the class. Situation examples: failing a test, being rejected by a friend, failing a tryout for a team or activity, moving to a new school, getting grounded.

Resources: Instructional	Resources: Community
Skills for Adolescence, Quest National Center; *Choosing Good Health,* Scott, Foresman	20 27

EMOTIONS AND THEIR EFFECTS

Communicating Feelings

(Local Objectives: H-B.2, B.3)

ACTIVITY: Discuss with the class such feelings as anger, hurt, and frustration and the consequences that can occur from these feelings when people keep them to themselves. Divide students into groups and have them brainstorm healthy ways to release emotions. Have groups share their ideas.

Assessment: Have students complete the following:
- List 4 to 6 sources of anger or frustration.
- Give two appropriate ways to communicate negative feelings.
- Give inappropriate ways to communicate negative feelings.

Resources: Instructional	Resources: Community
Skills for Adolescence Quest National Center; *Choosing Good Health,* Scott, Foresman	20 27

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital** Program: Presentations
Target Area: K-5 Contact: Social Services Department
Phone Number: 926-2544
Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association** Program: Heart Treasure Chest Kit (Grades K-1) Heart Explorers Kit (Grades 1-3)
Target Area: K-5 Contact: Pam Hodges or Patricia Evans
Phone Number: 732-1623
Description: Education to decrease heart disease.

3. **Agency: American Red Cross** Program: Health Education and Safety
Target Area: Grade 4 Contact: Grace Palmer
Phone Number: 732-4491
Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.** Program: Counseling/Presentations
Target Area: PreK-5 Contact: Sarah Brooke
Phone Number: 336-8311, ext. 420
Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.** Program: Spruce Emergency Youth Shelter Teen Talk--Confidential Counseling 336-TALK
Target Area: Grade 5 Contact: Counselor on duty
Phone Number: 877-4663
Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services** Program: Presentations/Counseling
Target Area: K-5 Contact: Theresa Rembert
Phone Number: 926-1231
Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Center for Creative Living** Program: A program for early childhood and elementary level school-age children. Parent-child counseling
Target Area: PreK-5 Contact: Diane McClain
Phone Number: 429-0521
Description: A learning center for creative thinking.

8. **Agency: Charter Hospital**
Target Area: Grade 5
Program: Substance Abuse, Self Esteem
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

9. **Agency: Circle T Girl Scout, Inc.**
Target Area: K-5
Program: Presentations
Contact: Sandy Kautz
Phone Number: 737-7272
Description: Development of self-care skills.

10. **Agency: CPC Oak Bend Hospital**
Target Area: 1-5
Program: Counseling/Presentations
Contact: Denise Dugger
Phone Number: 346-6043
Description: Group and individual therapy on chemical dependency and psychiatric problems.

11. **Agency: Department of Human Services**
Target Area: PreK-5
Program: Presentations
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

12. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Target Area: Grade 5
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

13. **Agency: Family Services**
Target Area: K-5
Program: Counseling/Presentations
Contact: Margaret Kelson (for presentations)
Phone Number: 927-8884
Description: Individual, family and group counseling on a sliding fee scale. Presentations to teachers and parent groups. Play therapy is available.

14. **Agency: Fire Department, Fort Worth**
Target Area: K-5
Program: Fight Fire With Care
Learn Not to Burn
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

15. **Agency: First Texas Council of Camp Fire, Inc.** Program: I Can Do It, Too
Target Area: 1-3 Contact: Liz Fisk
Phone Number: 831-2111
Description: Self-reliance training skills program, teaching survival skills that children might need in the absence of adult supervision.

16. **Agency: Fort Worth Clean City, Inc.** Program: Sheriff Worth and Littering Lucy
Target Area: K-2
Contact: Sally Paremlee, Education Coordinator
Phone Number: 870-6306
Description: Volunteers assume characters of Sheriff Worth and Littering Lucy in a 20 minute educational presentation. Through interaction with two characters, students learn about the effects of littering.

17. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: K-5 Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

18. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: PreK-5
Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

19. **Agency: Fort Worth Girls Club** Program: Presentations on sexual abuse and dealing with stress
Target Area: 1-4
Contact: Sally De Foor
Phone Number: 926-0226
Description: Presentations on three programs: Kidability on anti-sex abuse program on assertiveness skills for 1st-4th grades; Kids Can Cope on dealing with stresses of life for 1st-4th grades; and Preventing Teen Pregnancy on how to talk to parents about sexuality.

20. **Agency: Fort Worth Independent School District** Program: Presentations/Consultation on Screening Community resources, programs and materials
Target Area: K-5
Contact: Sarah Brooke
336-8311, ext. 420
Frank Staton
336-8311, ext. 481
Marvin Boyd
878-3821
Description: Conduct presentations or arrange presentations on self-esteem, peer pressure reversal, communication skills, family dynamics, substance abuse, refocusing self-defeating behaviors, refusal skills, and helping children who live with chemically abusive adults.

21. **Agency:** **Fort Worth Independent School District**
Program: Charlie
Contact: Marvin Boyd
Target Area: 1, 3, and 5
Phone Number: 878-3821
Description: A drug education program which emphasizes living skills. The program is taught by parent or teacher volunteers, once a week for 24 weeks in grade 5, 17 weeks in grade 3, and 12 weeks in grade 1.

22. **Agency:** **Fort Worth Independent School District**
Program: DARE
Contact: Marvin Boyd
878-3821
Lt. John Ratliff
877-8050
Target Area: Grade 5 at Dunbar Fifth and Sixth Grade Center and elementary schools in the North Side, Diamond Hill and Polytechnic High School Pyramids.
Description: Life Skills Drug Program taught by specially selected and trained Fort Worth Police personnel. Classes are taught once a week for 17 weeks.

23. **Agency:** **Fort Worth Independent School District**
Program: McGruff being piloted in schools #80 and #64
Target Area: 1-3
Contact: Marvin Boyd
Phone Number: 878-3821
Description: A program which emphasizes safety including units on drugs.

24a. **Agency:** **Fort Worth Police Department**
Program: Officer Friendly
Target Area: PreK-5
Contact: Lt. John Ratliff
Phone Number: 877-8050
Description: Two uniformed police officers work full time in ten (10) elementary schools at all levels PreK-5 grades. The officers carry a message to the children of safety including the importance of being drug free. In addition to classroom presentations, the officers work with individual children, conduct field trips, and discuss safety issues, including peer pressure, and how to deal with strangers

24b. **Agency:** **Fort Worth Police Department**
Program: Presentation
Target Area: 3-5
Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

25. **Agency:** **Fort Worth Police Department**
Program: Red Light/Green Light Program
Target Area: PreK-3
Contact: Andrea Harbaugh, Crime Prevention Specialist
Phone Number: 870-6600
Description: Personal safety program designed for children; film-discussion format; many topics covered.

26. **Agency:** **March of Dimes**
Program: Presentations on Safety
Target Area: K-5
Contact: Laurie Lane, Director of Community Health Education
Phone Number: 284-2702
Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

27. **Agency:** **Mental Health Association of Tarrant County**
Program: Early Learning Materials and Felt Board Stories on identifying feelings
Target Area: K-5
Contact: Carolyn Goodspeed
Phone Number: 335-5405
Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

28. **Agency:** **Parenting Guidance Center**
Program: Effective Parenting
Target Area: K-5
Contact: Barbara Anderson
Phone Number: 332-6348
332-6399 (Warm line for parents)
Description: Counseling services for parents who desire to develop positive parenting skills.

29. **Agency:** **Poison Control Program**
Program: Poison Prevention Education with Cook Fort Worth Children's Hospital
Target Area: PreK-2
Contact: Deborah Rubinson
Phone Number: 885-4371
Description: Program available to K-2 on a limited basis in fall and spring; fifteen minute program on poison prevention, demonstrated by use of puppets; slide presentation available for older children.

30. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County**
Program: Play It Safe
Contact: Susan Loving Harris
Target Area: K-5
Phone Number: 927-4039
Description: Personal safety with focus on sexual abuse.

31. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County**
Program: Counseling and emotional support for rape victims
Target Area: K-5
Contact: Susan Loving Harris
Phone Number: 338-1126
Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

32. **Agency:** **Safety Council of Fort Worth and Tarrant County, Inc.**
Program: Safety Education Programs
Contact: Rommie E. Terrell
Target Area: PreK-5
Phone Number: 831-0641
Description: School groups on safety education: Accident prevention and home safety.

33. **Agency:** **Tarrant Council on Alcoholism and Drug Abuse**
Program: Drug Education Puppet Show
Target Area: K-4
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Three different puppet shows aimed at different age groups (K-4); program for older youth above 6th grade. Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

34. **Agency:** **The Treatment Place (Parents United)**
Program: Individual therapy for the abused and abuser
Target Area: 1-5
Contact: Rita Foust
Phone Number: 877-3440 (24 hours)
Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

ESSENTIAL ELEMENTS IN HEALTH
GRADE 3

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

- (A) identify daily practices that promote:
  - (i) oral health;
  - (ii) cleanliness;
  - (iii) health of eyes and ears;
  - (iv) habits of rest, sleep, posture, and exercise; and
  - (v) self-concept;
- (B) make some food choices for self;
- (C) recognize the negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs;
- (D) practice general emergency procedures; and
- (E) recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) recognize causes of communicable diseases; and
- (B) recognize the health of the family is dependent upon the contributions of each of its members.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment, and
- (B) recognize sources of pollution.

ESSENTIAL ELEMENTS IN HEALTH
GRADE 4

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

- (A) identify daily practices that promote:
  - (i) habits of rest, sleep, posture, and exercise; and
  - (ii) self-concept;
- (B) relate fluoridation and snacking habits to dental health;
- (C) recognize symptoms of vision and hearing problems;
- (D) make some food choices for self;
- (E) recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs;
- (F) practice general emergency procedures; and
- (G) recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) recognize benefits and limitations of advertising as it relates to selection of health services, products, and practitioners;
- (B) identify communicable and noncommunicable diseases, their causes, symptoms, prevention, and treatment; and
- (C) recognize the health of the family is dependent upon the contributions of each of its members.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) recognize scope of services provided by community health agencies;
- (B) recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment; and
- (C) recognize health consequences of pollution.

ESSENTIAL ELEMENTS IN HEALTH
GRADE 5

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

- (A) identify daily practices that promote self-concept;
- (B) identify the structure of teeth and gums;
- (C) recognize symptoms of vision and hearing problems;
- (D) review examples of daily schedules that include adequate sleep, rest, and regular, vigorous physical activity;
- (E) recognize nutritional concerns of adolescents;
- (F) recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs;
- (G) identify ways to care for the principal body systems; and
- (H) recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) recognize benefits and limitations of advertising as it relates to selection of health services, products, and practitioners;
- (B) identify communicable and noncommunicable diseases, their causes, symptoms, prevention, and treatment;
- (C) recognize the health of the family is dependent upon the contributions of each of its members; and
- (D) recognize need for first aid.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) identify locally available volunteer health agencies; and
- (B) recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment.

(4) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided the opportunities to:

- (A) relate the system of health services provided by government to the health needs of people; and
- (B) recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment.

RESOURCES,
STRATEGIES,
AND
PLANNING

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ACKNOWLEDGMENT

The office of the Director of Curriculum would like to thank the following individuals for their efforts in the development of this section of the Fort Worth Independent School District curriculum documents:

Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J. Timmons

Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/ answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biernat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

V

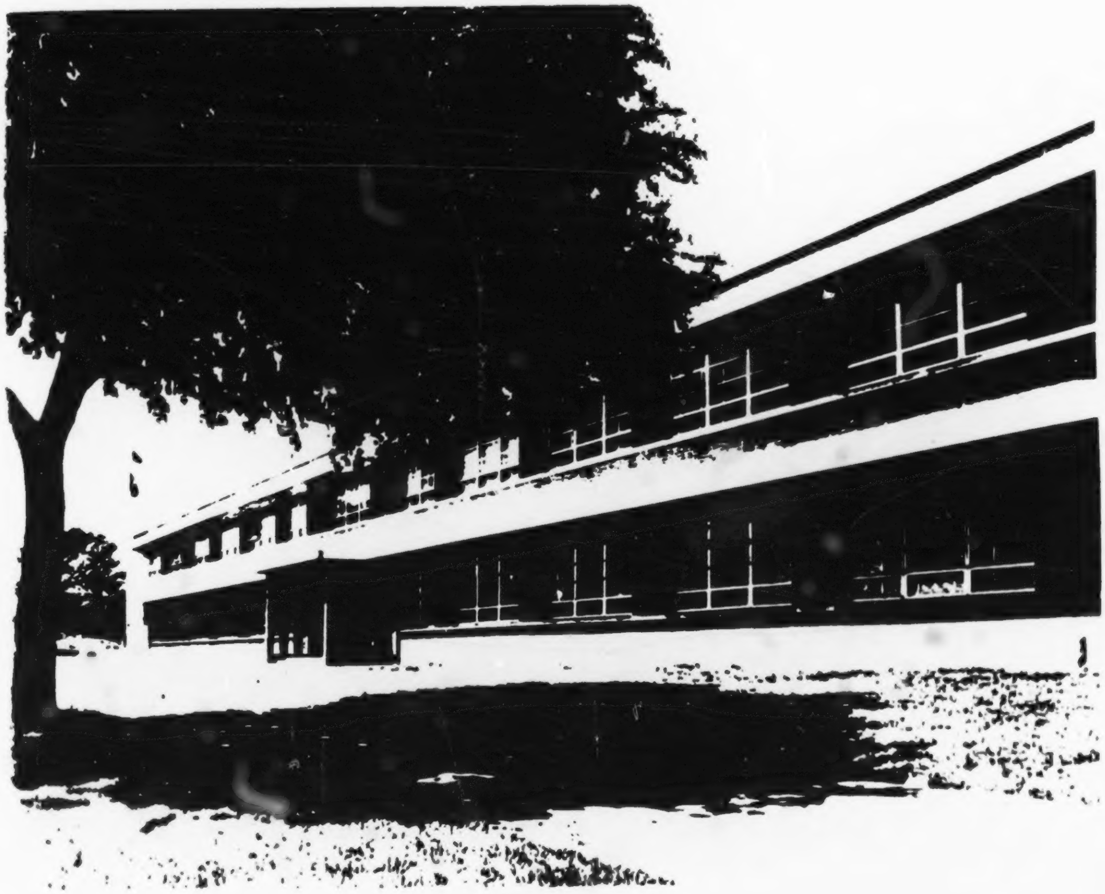
Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for bookkeeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

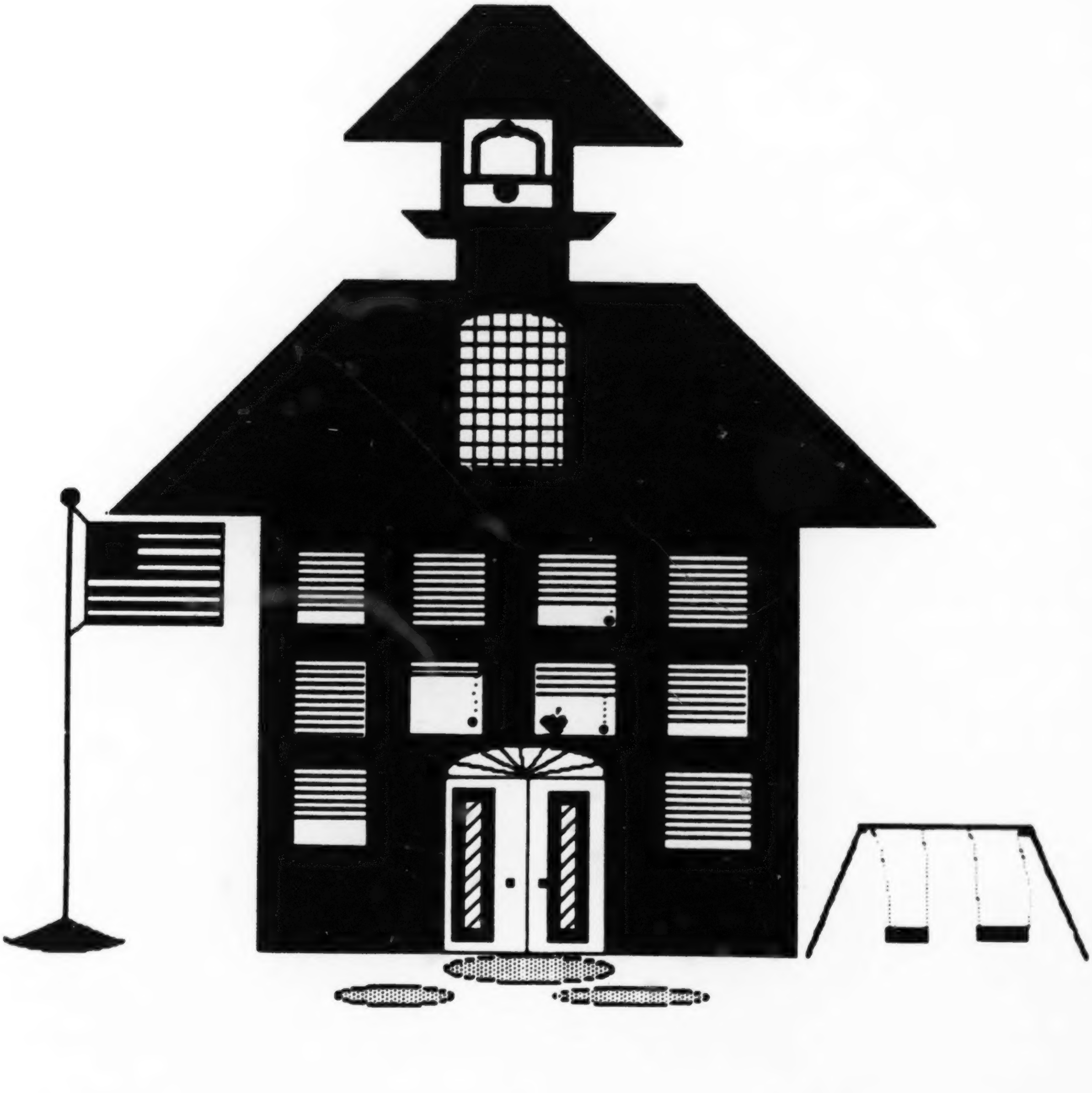
Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

SCHOOL RESOURCES



SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

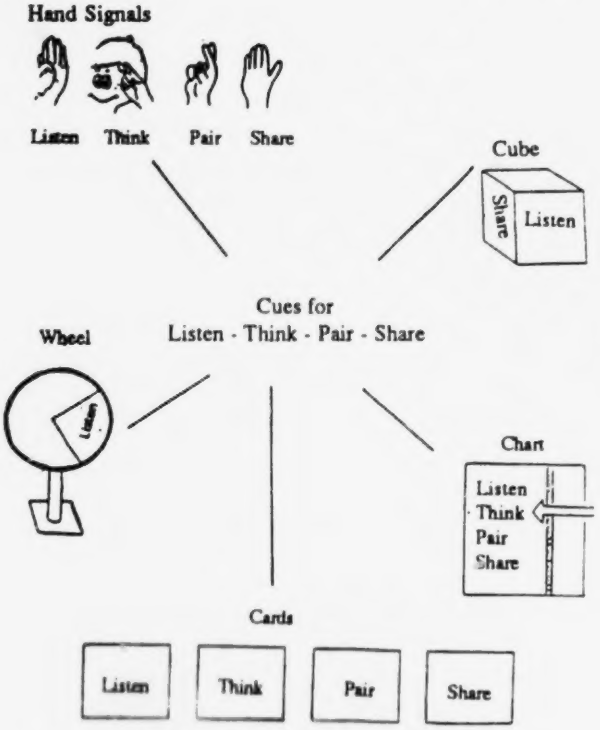

Hand Signals
Listen
Think
Pair
Share
Cube
Share
Listen
Cues for
Listen - Think - Pair - Share
Wheel
Listen
Chart
Listen
Think
Pair
Share
Cards
Listen
Think
Pair
Share

Fig. 1. Cues for Think-Pair-Share

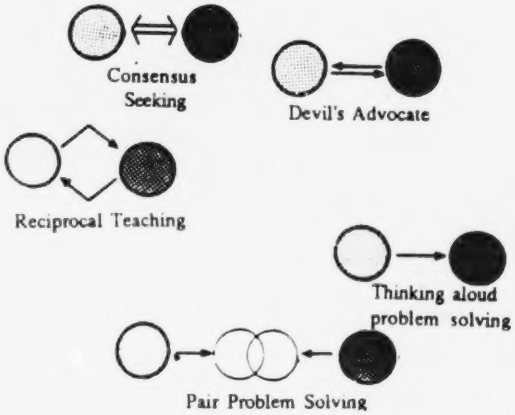

Consensus
Seeking
Devil's Advocate
Reciprocal Teaching
Thinking aloud
problem solving
Pair Problem Solving

Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference Bookmark

While you read--
Tell
yourself what the author says.
Ask
yourself if what you are reading makes sense.
Picture
what the author describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

After you read--
Retell
what you read in your own words.
Summarize
the most important ideas.
Ask
yourself questions and answer them.
Picture
in your mind what the author described.
Decide
what was especially interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.

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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies* .

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how __________________?
Describe ______________________________

Comprehension—Organization and selection of facts and ideas
Tell__________________________in your own words.
What is the main idea of _______________________?

Application—Use of facts, rules, principles
Now is _____________an example of ___________?
Now is ______________related to ______________?
Why is ____________________________significant?

Analysis—Separation of a whole into component parts
What are the parts or features of _________________?
Classify ____________according to ____________.
Outline/diagram/web___________________________.
How does ___ compare/contrast with _____________?
What evidence can you list for ___________________?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from ______________?
What ideas can you add to _____________________?
How would you create/design a new ______________?
What might happen if you combined ______________
with _____________________________________?
What solutions would you suggest for ____________?

Evaluation—Development of opinions, judgments, or decisions
Do you agree _________________________________?
What do you think about _______________________?
What is the most important _____________________?
Prioritize ___________________________________.
How would you decide about ____________________?
What criteria would you use to assess _____________?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

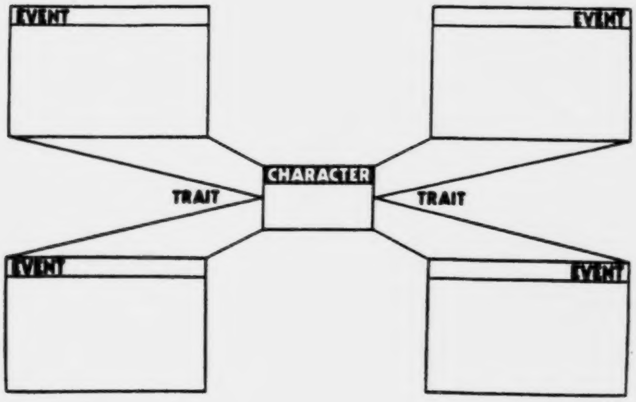
Cueing Bookmark

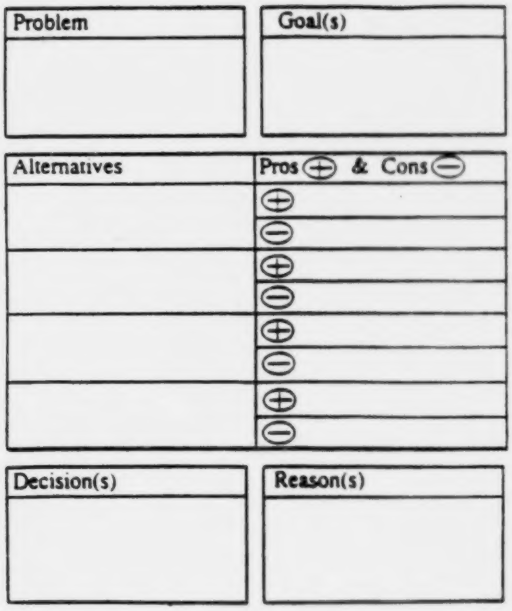
Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

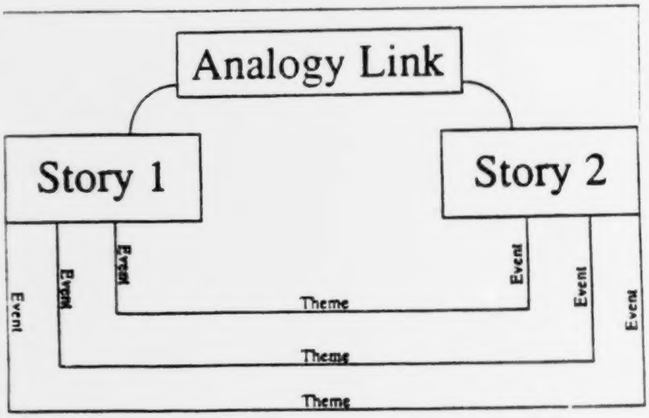
"Strategy 4"

Cognitive Mapping

Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition .


EVENT
EVENT
CHARACTER
TRAIT
TRAIT
EVENT
EVENT


Problem
Goal(s)
Alternatives
Pros ⊕ & Cons ⊖
⊕
⊖
⊕
⊖
⊕
⊖
⊕
⊖
Decision(s)
Reason(s)


Analogy Link
Story 1
Story 2
Event
Event
Event
Event
Event
Event
Theme
Theme
Theme

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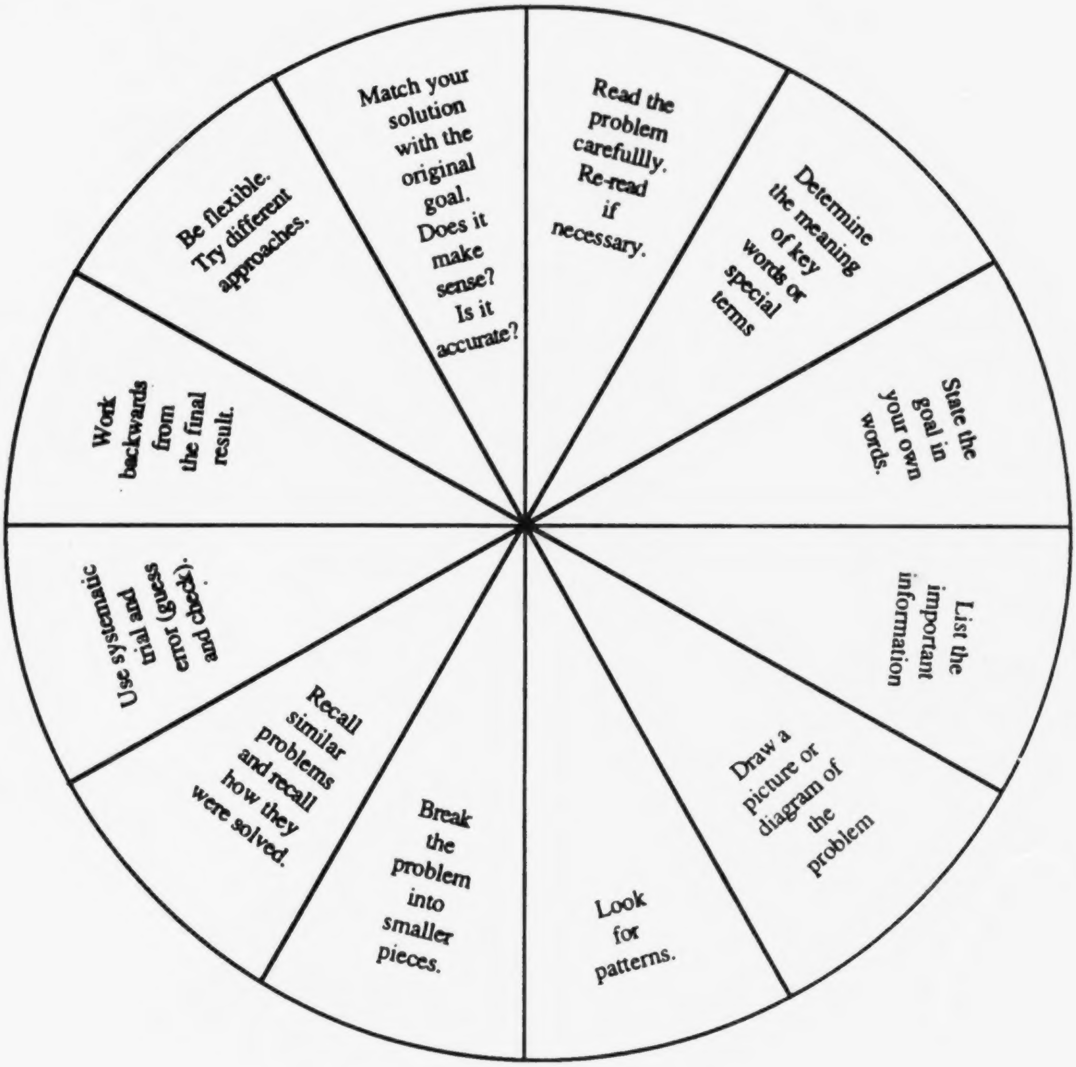
"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel*. Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.


Read the problem carefullly. Re-read if necessary.
Determine the meaning of key words or special terms
State the goal in your own words.
List the important information
Draw a picture or diagram of the problem
Look for patterns.
Break the problem into smaller pieces.
Recall similar problems and recall how they were solved.
Use systematic trial and error (guess and check).
Work backwards from the final result.
Be flexible. Try different approaches.
Match your solution with the original goal. Does it make sense? Is it accurate?

Transparency

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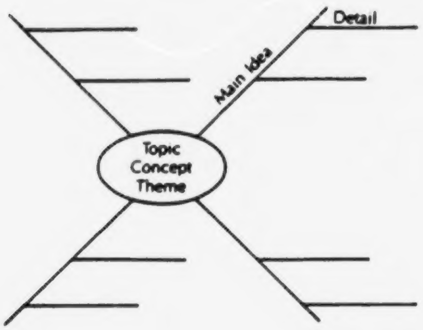
GRAPHIC ORGANIZERS

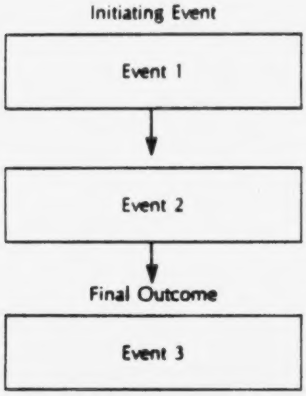
Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



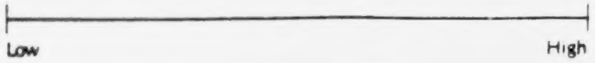
Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum/Scale



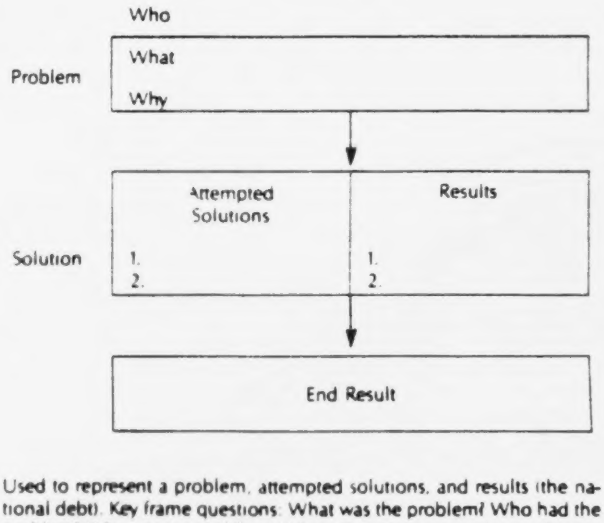
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

Problem/Solution Outline



Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

a

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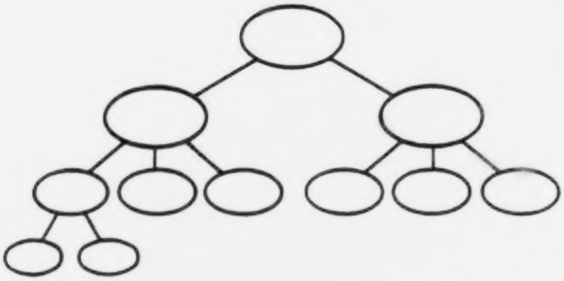
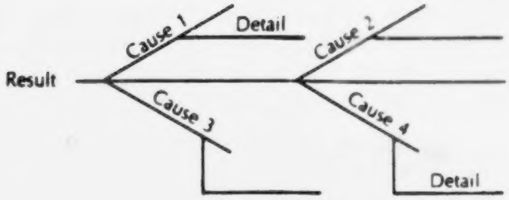
Graphic Organizers (Cont'd)

Network Tree



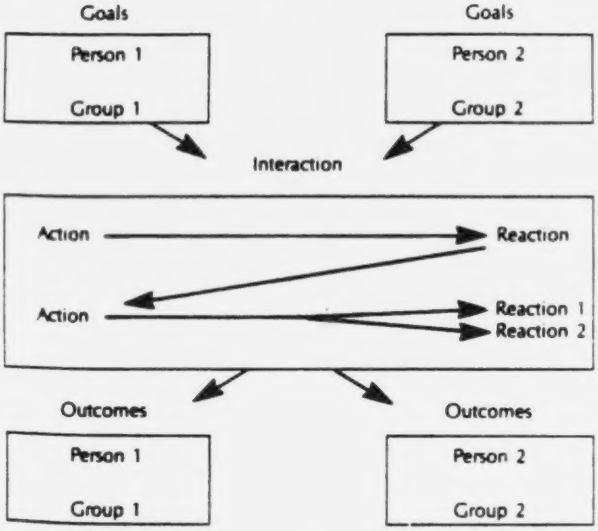
Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Fishbone Map


Result
Cause 1
Detail
Cause 2
Cause 3
Cause 4
Detail

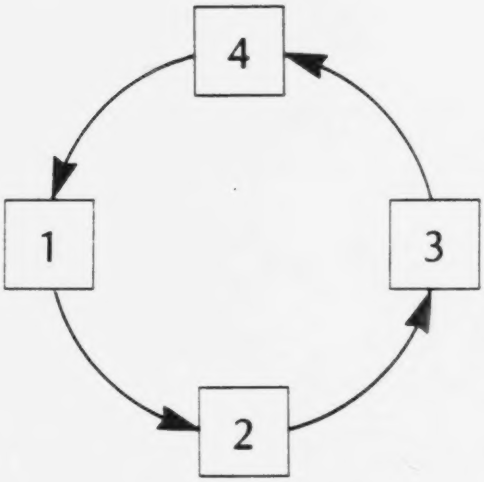
Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Human Interaction Outline


Goals
Person 1
Group 1
Goals
Person 2
Group 2
Interaction
Action
Reaction
Action
Reaction 1
Reaction 2
Outcomes
Person 1
Group 1
Outcomes
Person 2
Group 2

Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

b

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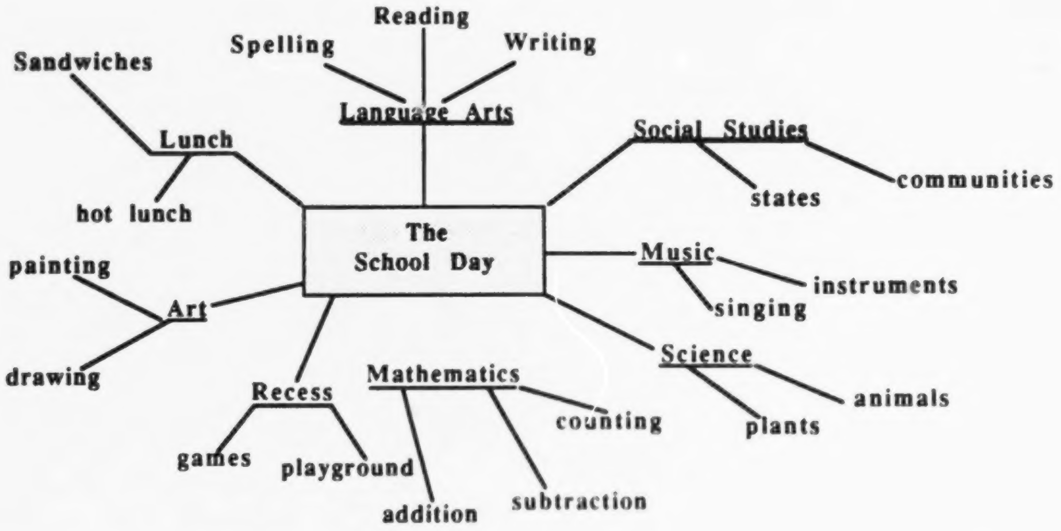
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**


Reading
Spelling
Writing
Language Arts
Sandwiches
Lunch
hot lunch
Social Studies
states
communities
The School Day
Music
instruments
singing
painting
Art
drawing
Science
animals
plants
Mathematics
counting
Recess
games
playground
addition
subtraction

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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS

	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. **PRODUCE MANY RESPONSES**
2. **ACCEPT ALL RESPONSES**
3. **WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN**
4. **PROVIDE AN ACCEPTING ATMOSPHERE**
5. **HITCHHIKE ON EACH OTHER'S IDEAS**
6. **AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY**

GENERALIZATION

A **GENERALIZATION** is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An **ANALOGY** is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**

2. **Collect observations on the chalkboard.**

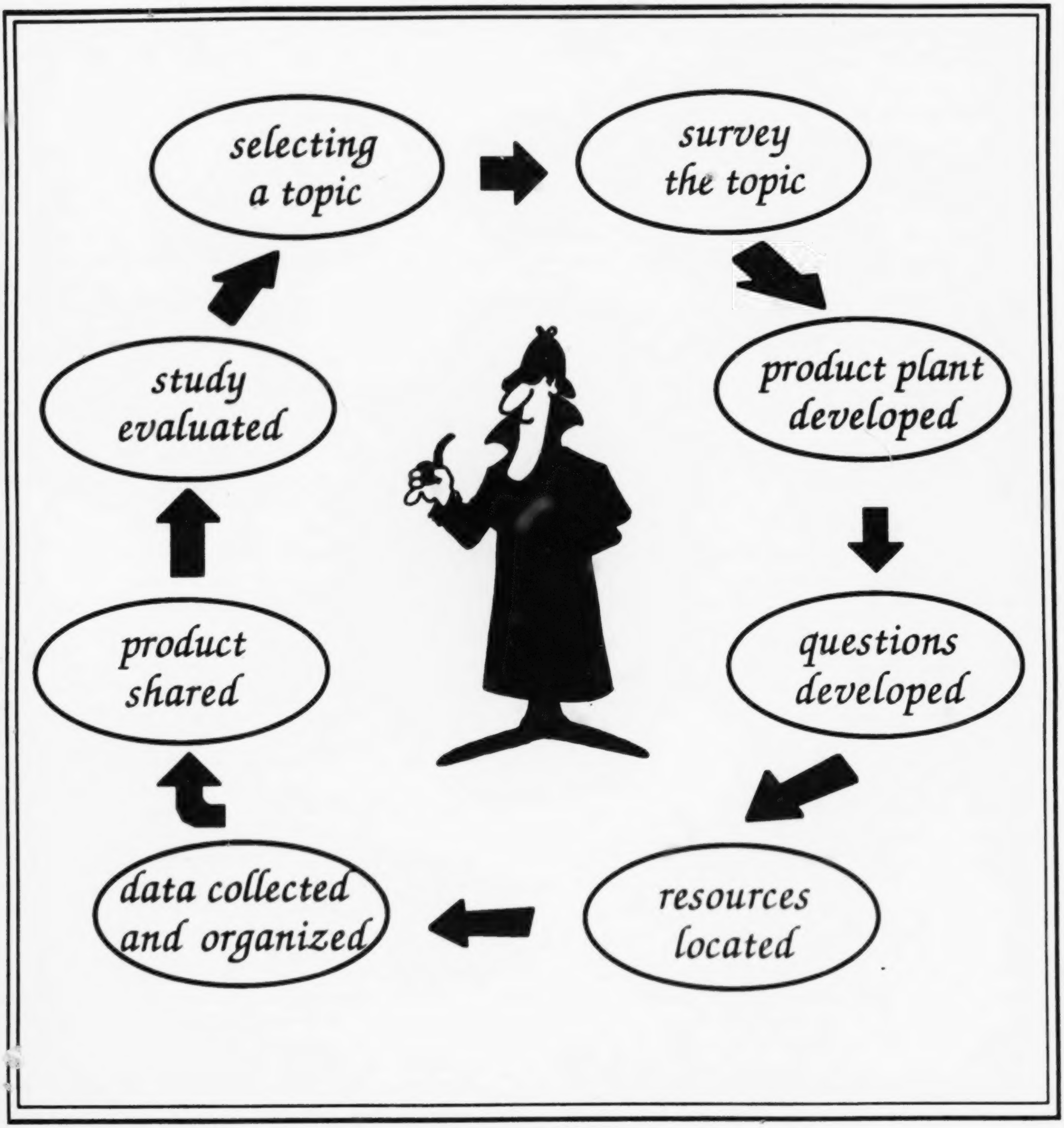
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**

4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**

5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**

6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL


selecting a topic
survey the topic
product plant developed
questions developed
resources located
data collected and organized
product shared
study evaluated

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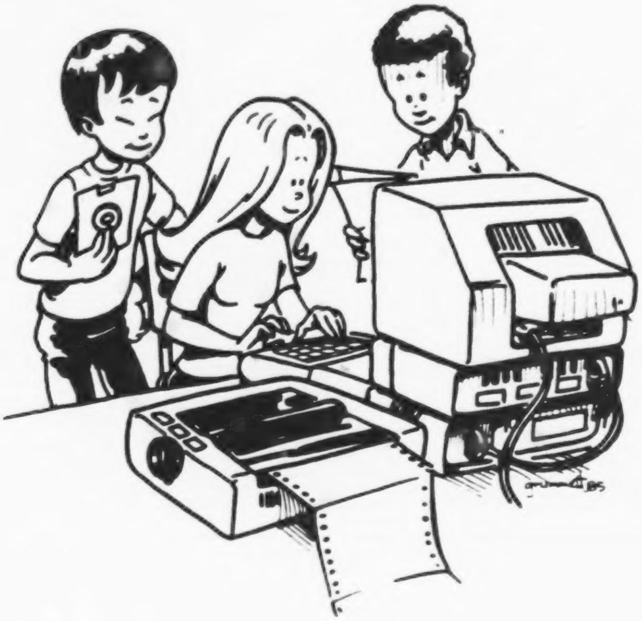
COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students practice skills necessary for effective group work. The basic principles of cooperative learning are:

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**



QUICK COOPERATIVE STARTERS

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B, while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

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Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

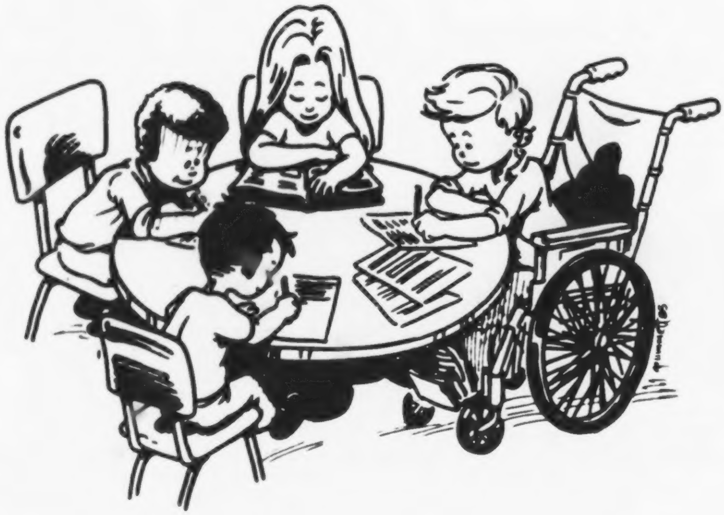
3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.



Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubee, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE

by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.

2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.

3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.

4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS

by Stephen Krulik and Jesse Rudnick

1. **Read**

    1a. Note key words.
    1b. Get to know the problem setting.
    1c. What is being asked for.
    1d. Restate the problem in your own words.

2. **Explore**

    2a. Draw a diagram, or construct a model.
    2b. Make a chart. Record the data.
    2c. Look for patterns.

3. **Select a Strategy**

    3a. Experiment
    3b. Look for a simpler problem.
    3c. Conjecture/guess.
    3d. Form a tentative hypothesis.
    3e. Assume a solution.

4. **Solve**

    4a. Carry through your strategy.

5. **Review and Extend**

    5a. Verify your answer.
    5b. Look for interesting variations on the original problem.

INSTRUCTIONAL PLANNING MODELS

What CAN I do?
CONTENT
PLANNING
MATERIALS
HUMAN RELATIONS
CLASSROOM MANAGEMENT
INSTRUCTION

> The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.
>
> —Leonard H. Clark

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PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.
2. *2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.
3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

Using the map, label the Middle Colonies, their major cities, and bodies of water

Assessment Type # 2

Writing Assignment. Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples

Assessment Type # 3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)

Dutch Settlers
Ben Franklin

Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the American Colonies

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2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.

3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following:

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies).

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity # 3

As the teacher delivers a mini lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

Colonies	Geog.	Gov't	Sig. Group	Sig Persons
PA				
NY				
NJ				
DEL				

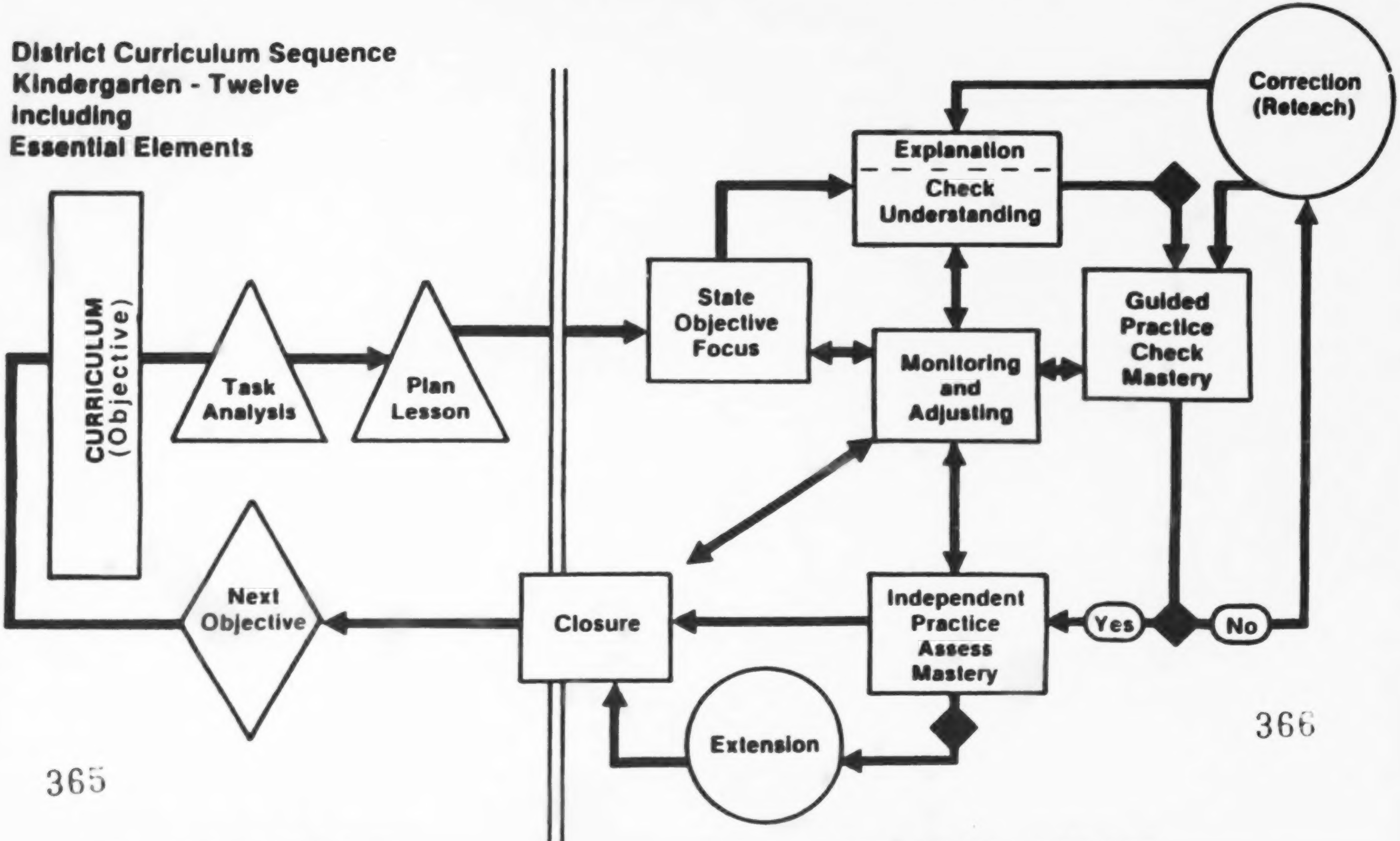
Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE

District Curriculum Sequence
Kindergarten - Twelve
Including
Essential Elements



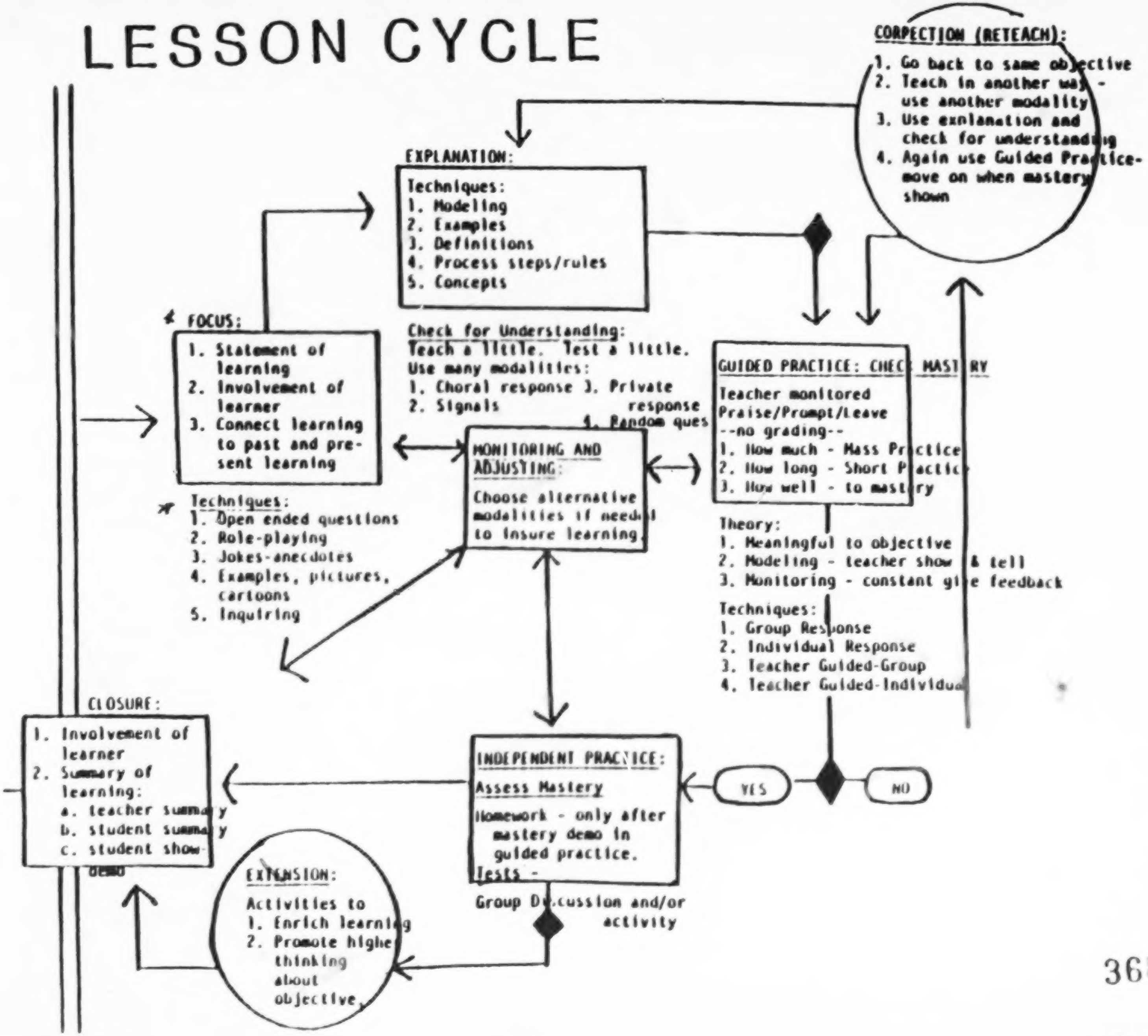
CURRICULUM (Objective)
Task Analysis
Plan Lesson
Next Objective
State Objective Focus
Explanation
Check Understanding
Correction (Reteach)
Monitoring and Adjusting
Guided Practice Check Mastery
Closure
Independent Practice Assess Mastery
Yes
No
Extension

PI ANNING

TEACHING

MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



CORRECTION (RETEACH):
1. Go back to same objective
2. Teach in another way - use another modality
3. Use explanation and check for understanding
4. Again use Guided Practice- move on when mastery shown

EXPLANATION:
Techniques:
1. Modeling
2. Examples
3. Definitions
4. Process steps/rules
5. Concepts

FOCUS:
1. Statement of learning
2. Involvement of learner
3. Connect learning to past and present learning

Techniques:
1. Open ended questions
2. Role-playing
3. Jokes-anecdotes
4. Examples, pictures, cartoons
5. Inquiring

Check for Understanding:
Teach a little. Test a little.
Use many modalities:
1. Choral response 3. Private response
2. Signals 4. Random ques

MONITORING AND ADJUSTING:
Choose alternative modalities if needed to insure learning.

GUIDED PRACTICE: CHECK MASTERY
Teacher monitored
Praise/Prompt/Leave
--no grading--
1. How much - Mass Practice
2. How long - Short Practice
3. How well - to mastery

Theory:
1. Meaningful to objective
2. Modeling - teacher show & tell
3. Monitoring - constant give feedback

Techniques:
1. Group Response
2. Individual Response
3. Teacher Guided-Group
4. Teacher Guided-Individual

YES

NO

INDEPENDENT PRACTICE:
Assess Mastery
Homework - only after mastery demo in guided practice.
Tests -
Group Discussion and/or activity

CLOSURE:
1. Involvement of learner
2. Summary of learning:
   a. teacher summary
   b. student summary
   c. student show-demo

EXTENSION:
Activities to
1. Enrich learning
2. Promote higher thinking about objective.

This document was published and distributed by the Curriculum Production and Distribution Department of the Fort Worth Independent School District.

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TEACHER RESPONSE FORM

Teacher's Name (optional) ______________________ School ______________________

Name of Guide ____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree	Comments
1. The guide is **organized** in an effective, usable manner.	1 2 3 4 5	____________
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1 2 3 4 5	____________
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1 2 3 4 5	____________
4. The **objectives** are clearly stated, appropriate, and measurable.	1 2 3 4 5	____________
5. The suggested **instructional activities and assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1 2 3 4 5	____________
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1 2 3 4 5	____________
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1 2 3 4 5	____________
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1 2 3 4 5	____________

Additional comments/suggestions: ____

____

____

____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s) for each** submission.

Check the appropriate item(s)

_______ Teaching Activity

_______ Assessment Item

_______ Enrichment/Reteaching Activity

_______ Unit Plans

_______ Teaching Strategy

_______ Resource

_______ Other (____________________)